

Bulletin

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GRANVILLE BOYS HIGH SCHOOL

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„A GREAT PLACE TO
LEARN”



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PRINCIPAL'S REPORT

Ms O'Brien

Since our last Bulletin we have had confirmation that Granville Boys High School has been successful in our application to join the **National Partnership for Empowering Local Schools**. What this means for our school is that together we will be able to make decisions that are best for the successful operations of our school. You may have heard in the news that some are concerned about Principals having more authority to manage schools. However, in the case of our school, we have managed numerous projects and a differentiated staffing model since 2003 because of the funding we receive from the NSW State Government through the Priority Schools Funding Programs. If you have any questions or suggestions please do not hesitate to call me at school.

This year as a part of the National Partnership for Low SES schools we have gained extra funding for our school and with these funds we have employed additional staff to cater for the learning needs of the students. One of the positions is new to the school and that is the position of Business Manager. Our Business Manager is Ms Kim. Ms Kim has very efficiently managed the maintenance and the properties of the school as well as overseeing financial management and workplace health and safety. We are very lucky to have her services as she is hardworking, farsighted and effective.

Mr Marciniak and his team applied to the Commonwealth Department of Education, Employment and Work Place Relations earlier this year for the Student Welfare and Chaplaincy program. We have been successful and we will receive \$60 000 over three years to employ a student welfare/chaplaincy officer. We have appointed Mr Wesam Cherkaoui to this position. Wesam has met with members of the Parents and Citizens Association and has been active in the school as a leader of Friday prayers and scripture. He is well known in the area for his youth work and has developed friendly and trusting relations with many students already. We feel we are very lucky to have found him.

Mr Jimmy Bellavia is leading a team of keen young teachers in our transition project with Auburn West Public School. Mr Egan, Mr Luck and Ms Rodriguez have been meeting with staff from Auburn West to plan a "Treasure Chest" mobile museum project where students from Auburn West will bring an exhibit that represents themselves to high school. Mr Bellavia's Year 10 History elective class will mentor Year 6 students and help them prepare their exhibits. As well Mr Luck and Mr Egan are planning a film that documents what it is like to go to High School and what students expect when they go to High School. They tell me that the film will be like an Australian Story or maybe Auburn Story!

We have had a fantastic term at GBHS. I have been listening to staff this term in sessions which we call "Linda's Listening". I want to hear what teachers have to say about the education, the student learning and our learning here at school. We have begun our adventure on the "Platform for Collaborative Education at GBHS". I have heard many things that are pleasing. Teachers say that the boys in class are friendly, cooperative and have settled to work more quickly. They say that they are excited to work hard and that they are passionate about their job. Another thing that is reassuring is that they feel we still have a long way to go and that they look forward to seeing all boys apply themselves to studies to the best of their ability. They talk about improvements at the school but best of all is the fact that they feel that have better understanding of where their students are at academically and what they need to do to support them to improve.

STAFF CONFERENCE:

Once again this year we will be holding a staff conference. We plan to hold the conference on Friday and Saturday 17th and 18th August. The conference starts after school on Friday. This year we will conduct workshops where staff exhibits their work in teams and we will have a presentation about Non Violent Crisis Intervention. The Conference is conducted in lieu of the School Development Days at the end of Term 4 and therefore students and staff who attend the conference will finish school on 19th December 2012.



DEPUTY PRINCIPAL REPORT

Mr Mallios

Term 2 has been very busy with half yearly exams, reports and the athletics carnival. This Term I have been refining the school's Peer Coaching program, developing systems of accountability and further developing the Peer Coach Leader's capacity.

We had a school visit by Phillippa Cleaves, a Master Trainer in the Microsoft Peer Coaching program. Whilst visiting she had the opportunity to attend a Peer Coach Leader meeting and run a short training session with the coaches, followed by an observation of teachers being coached. We as a school were congratulated on the quality and extent to which we have utilised peer coaching within the planning of the school's strategic direction.

Also discussed with the Master Trainer was the opportunity to upgrade from coach to facilitator and therefore improving the long term sustainability of the program at GBHS.

This Term has also seen planning commence for the South Western Sydney Inspire Innovate Conference held annually at ANZ stadium. As a member of the organising committee I am working closely with regional personnel selecting appropriate keynotes for the event. This is the third year of my involvement in the conference and provides the school a high level of visibility in the teaching community.

Part of my own professional development at present is my participation in PLANE. PLANE is an innovative and fun educator community, networking space, and virtual world; providing accredited professional learning, courses, multi-media resources, ICT skills development, e-portfolio, collaborative tools, games-based-learning, and peer coaching. <http://plane.edu.au>

As a Pioneer within PLANE I am testing and inputting changes to the system to improve it for the benefit of all teachers. It also fits neatly with our Peer Coaching program and in the medium and long term, will lift the school's profile in the education community across public, catholic and independent schools.



DEPUTY PRINCIPAL REPORT

Mr Abas

During week four the National Assessment Program Literacy and Numeracy (NAPLAN) tests were completed by our boys along with other Australian students in Years 3, 5, 7 and 9. I would like to thank the students in Year 7 and 9 for working through the 2012 NAPLAN process in such a mature and responsible way.

In September, every parent will receive a letter with their child's results in reading, writing, language conventions and numeracy. The school will also receive the results, which we will use to inform our practice. The data is a valuable source of information that the Data Teams of Literacy and Numeracy use to identify specific areas for improvement. The results of NAPLAN will also be displayed on the federal Government's ACARA website (<http://www.myschool.edu.au/>) so parents can see how the school performs nationally.

Our current objective is to develop more effective learning activities that integrate writing, reading comprehension and analysis skills within classroom learning and assessment. In order to achieve this more engaging and challenging learning experience, we will be reviewing faculty learning and assessment through the school learning teams. Currently, the teams are in the process of developing strategies and resources for learning for the selected specific core areas of each faculty.

The 'Granville Platform for Collaborative Learning' encourages continual reflection and analysis of student learning and the learning environment. In the spirit of this model the Literacy and Numeracy teams have been reviewing team objectives and purpose, and looking to develop and refine faculty specific and whole school learning strategies and resources. The team leaders have commenced this process with consultation meetings with deputy principals that have ensured team alignment to school priorities: student performance and engagement. The team leaders will be presenting the outcome of the review process to all executive members of staff before the end of term. This will assist to consolidate and prioritise activities and communicate to other teams what is planned. We will be preparing a whole school implementation plan early next term, which includes time line and milestones.

This term, we commenced the systematic review and alignment of stage 4 programs across the school. This required the mapping of learning outcomes and activities, and assessment from each faculty area so that overlaps in content and assessment can be identified. Curriculum mapping allows teachers to improve programming and assessment by connecting learning from across the school in more meaningful way. In this model, teachers from different subjects can work together to develop learning activities that are more significant and cohesive. Students value this type of

HEAD TEACHER WELFARE

Ms Libdy

learning as it highlights the interrelationships between different learning areas and it can streamline learning that is repeated across the curriculum.

We are continuing to roll out the Integrated Learning Program (ILP) with another Year 8 class participating learning that connects subjects and assessment activities. The current group of Year 8 students are investigating issues around 'identity' and looking to produce a video that expresses their understanding of identity. In 2013, we will be expanding our ILP so that all stage 4 students will participate in cross faculty projects during Year 7 and 8. The mapping program will also assist to improve the development and implementation of future ILP's. I would like to thank Mr Hardcastle and Mr Rutherford for managing the mapping process and all head teachers for making time to discuss faculty programming and assessment.

Year 9 Students from Granville Boys were joined by Jewish and Christian students from schools around Sydney for the 'Respect, Understanding and Acceptance' project. The event took place at the Sydney Jewish Museum and was the first of many intercultural and interfaith events. Devised by the NSW Jewish Board of Deputies Education Secretariat, the program facilitates collaboration between students from a diversity of communities from around Sydney. The main focus was on anti-racism and cultural exchange, and students met for a day of discussion and multimedia performances.

During this semester, Granville Boys High School teachers have been hosting a total of seven practicum teachers from Sydney University and University of New South Wales. The staff at Granville values the various University partnerships and feel a sense of responsibility to support teacher education. Congratulations to all staff who supervised practicum teachers. We look forward to receiving our next group of practicum teachers in next semester.

I would like to wish all members of the school community a safe and happy holiday.



In my role as Head Teacher Welfare, I will be ensuring that parents are kept up to date with programs that we have running at school and I will also be adding information that I feel will be of interest to parents. In this issue, I have included information about the use of technology and your child. I have added some useful information on how parents can ensure that their child uses the Internet safely.

We are coming to the end of the *Aspirations* program. We have the last session and the closing ceremony on Tuesday the 5th of June. The group of Year 11 students involved will take away with them valuable skills from their mentors. Congratulations to those boys who have successfully completed this program and most of all congratulations on their behaviour and their motivational levels. They made the school very proud and Mentors at PwC were very impressed with the boys work ethic and behaviour.

On Thursday the 31st of May the GOALS program begins. 12 Year 9 students will be going to Auburn Girls to meet their mentors and to learn more about the program. Our boys are very excited and looking forward being involved in this program.

On Thursday the 25th of May, we had a volunteering organisation by the name of FAIR(Forum on Australia's Islamic Relations) , speak to our Year 10 boys. The purpose of this talk was to:

Introduce students to the concept of volunteering and give a general overview of the variety of ways students can contribute to an organisation or their community by volunteering.

To inspire students to get involved in volunteering in their local community by highlighting the benefits and opportunities for students.

There was a speaker from the RSPCA and SPARKS. The students were generally well behaved and they were genuinely interested in the concept of volunteering. Hopefully we will continue on with this dialogue with our boys and we will get them involved at the local community level.

I would like to give our boys the opportunity to volunteer their time to work with the elderly in our local community. I will keep you updated with the planning. I met with parents from the P&C to explain to them our attendance policy and procedure. I spoke to them about lateness, being away sick and how in my role I make contact with parents when the son is away sick. I gave them a copy of our policy. I have included the information below for those parents that were not present at the meeting.

Attendance:

Attendance at school is compulsory, five days a week. Apart from the legal requirements for attendance, it is important that students gain continuity in their education in order to move ahead as they should.

It is possible that due to an unsatisfactory record of attendance a student is not meeting course outcomes this could affect a student's eligibility to receive the Higher School Certificate. It may also affect social security and/or Centrelink entitlements. It is, therefore, important that students cultivate habits of good attendance right from the start.

The school recognises, however, that for a variety of sound reasons - such as illness, dental appointments, family emergencies etc. - that students may not be able to attend every day of school. In such cases, an exemption from school is granted and recorded in the rolls. Please read the following paragraphs closely.

If a student is away for any reason and you have not contacted the school, you will receive a phone call home advising you of your child's absence. A written explanation is still required on the child's return to school.

Unexplained student absence is reported on school reports.

Student Absences:

If an absence is anticipated, then a note should be produced **before** the absence and presented to reception for approval. This could occur, for example, when a medical appointment has been made. Any extended leave of absence, including overseas travel **must** have **prior** approval from the Principal.

If your child is absent through illness or any other unforeseen reason a phone call to the Head Teacher Welfare or the school office is advisable. A note should also be produced on the **first day back to school** and presented to the roll teacher.

If a student is absent from school, without prior warning having been given, **for three days or more**, a phone call will be made home asking for an explanation of the absence. In cases when parents know that an illness or injury will prevent attendance for three or more days, it is advisable to phone the school office. This will prevent a phone call made to the home. If a student returns to school after an absence, up to a week is allowed for the presentation of an absence note before a letter is sent home.

Fractional Truancy:

It is essential that students attend every class in a day. Teachers mark rolls every period and will inform the Head Teacher Welfare if a student is absent from class without approval. Head Teacher follows up on all students who have been recognised as fractional truants. Unauthorised absence is treated as a discipline issue and

will result in sanctions such as afternoon detention. Parents are informed of such breaches.

Lateness to School: School starts at 9:00 am.

Students arriving late (after 9:05 am) to school must: Report to Head Teacher Welfare immediately on arrival at school and write your name and time of arrival onto the form provided. Students will stay with HT Welfare until the end of roll call.

Students who arrive later than 9:20 will receive a phone call home. If there is no reasonable explanation an afternoon detention will be issued.

Students will go to period 1.

Students will be issued with an afternoon detention if they have more than three days late per term.

Senior students (Year 11 and 12) who are late at all will be issued with an after school detention.

Leaving early:

If a student needs to leave school early, the following procedure applies:

Before school, students must notify a deputy that they will be leaving early

At recess students need to return to reception and pick up their early departure pass.

If your early departure pass has not been issued, please see the Deputy Principal.

Your note must contain a valid reason for leaving school early.

If a student falls ill at school, the following procedure applies:

A teacher will sign the student's diary and send him to sick bay

Parents will be contacted to come and pick their child up or get sent back to class, depending on the nature of the illness.

Importance of school diary use:

The School Diary: It is important that all students have a diary at school and we recommend the official GBHS school diary as it has a great deal of information specific to goings on a Granville Boys. The diary has several functions:

It is an organisational tool so that your child can keep on top of homework, assignments.

It is a communication tool between you and your son's teachers. You can use the diary to comment on your sons progress or ask his teachers questions.

It is a rewards tool staff will issue " Safe, Respectful Learner" stamps in your child's diary, for which students gain merit awards and other rewards throughout the year.

Record keeping Teachers will note toilet passes, out of class passes etc.

The diary is provided free of charge when you pay your son's fees. If your son loses the diary he will have to purchase a diary from the office for a small fee.

Year Advisors will check diaries in roll call every morning to ensure that students have them and that they are being used effectively. Please ensure that you check your child's diary on a daily basis to see what home work your child has.

Year Advisors:

Don't forget Year Advisors are your first point of contact for any concerns you may have about your son's academic progress, social or emotional wellbeing. Year Advisors are responsible for monitoring the progress of their year group at school. The Year Advisors are a team of dedicated teachers who take on the extra responsibility of looking after the welfare of our students. The Year Advisors are:

Year 7: Ms Nerissa Rodriguez – TAS Faculty
Year 8: Mr Rod Collins- Support Faculty
Year 9: Mr Andrew Rutherford- PDHPE Faculty
Year 10: Mr Peter Budnik- English Faculty
Year 11: Mr Owen Egan- English Faculty
Year 12: Mr Grant Odei- TAS Faculty

Parenting online:

You don't need to be a technology expert to help keep your children safe online. The parenting skills for online safety are the same as they are in the physical world. While children might seem to have good technical knowledge, their online behaviour still requires parental monitoring and guidance. Computer filters and e-security software are good basic protective measures to have in your home. Education and communication are also important in helping to keep your child safe online. Knowing that children can make sound decisions to manage risks online is particularly important when they use the internet outside your home and you're not able to monitor their activities. Exploring the internet with your child and talking about websites, games and activities is a good way to start conversations with them. If you aren't familiar with the internet, having your child guide you can be a great learning opportunity for both of you. Even with teens, asking them to talk you through the sites they use can be helpful to understand what they do and the risks involved. You can find the information you need to understand the risks and how to manage them with your child on this website. Click the links for some age appropriate safety tips and more information.

Young children:

For young children, general internet safety tips are a good starting point to help them to become safe and responsible internet users.

At this age children's internet use should be closely monitored. To help with this try to keep the computer in a shared or visible place in the home.

Be aware of how your child uses the internet and explore it with them. Bookmark a list of favourites you are comfortable with your child visiting and teach them how to access this list.

Teach your child that there are ways they can deal with material that worries or frightens them. They should immediately tell a trusted adult if they feel uncomfortable about something they have found on the internet or received in an email. Teach them how to close a web page or turn off a monitor if they are worried.

Establish rules around the types of content or information they should report to an adult. For example, one rule may be 'tell Mum or Dad about any swearing or bad words you find'.

Talk to your child about personal information and why it is special. This sort of information can be used to identify or locate where they live, go to school or activities in which they are involved.

Set rules; make sure your child knows what information they can share or post online and which websites they can visit. Telling a trusted adult before posting any personal information online, including for competition entry is a useful rule.

Help your child understand that what they say and do online is important. Encourage your child to use the same manners, communicate with others in the same way and report others who aren't being nice, just as they would in the offline world.

Advise your child not to respond to any negative messages and to report any negative messages they receive to you or another trusted adult. Consider using filters, labels and safe zones to help manage your child's online access.

Install and update anti-virus and other e-security software to restrict unauthorised access to data on the home computer and protect that data from corruption. Ensure that security features including a firewall are turned on, set to automatic scan and updated regularly to protect against the latest risks.

If your child shows changes in behaviour or mood that are concerning explore your concerns with them and if necessary seek professional support, including support through the Cybersmart Online Helpline at www.cybersmart.gov.au/report.aspx. The Cybersmart Online Helpline provides free, confidential online counselling for children and young people. Your child's school may also be able to provide guidance and support.



Teenagers:

The following general internet safety tips will help you to guide your teen and help them to develop safe and responsible online behaviour.

Stay involved in your teen's use of new technologies, ask them to show you the websites they use, including their social networking and gaming sites. If your teen agrees ask them to help you set up your own accounts to better understand how the websites work.

Encourage your teen to use their privacy settings on social networking sites to restrict their online information to viewing by friends only, and to screen who they accept as friends.

Remind your teen to create screen names or IDs that do not indicate gender, age, name or location and are not sexually provocative.

Encourage your teen to think before they post information who might see this, could it be misread by others? Am I creating the right image for myself socially and for work and school opportunities? Am I putting myself at risk of cyber stalking?

Ask your teen to think about the images they upload of themselves and others, to ensure they aren't exposing themselves to risk through provocative images, and that they aren't compromising their privacy or others' privacy.

Advise your teen to keep their online friends online. If they want to meet someone that they haven't met in person encourage them to ask you or another trusted adult to go with them and to always meet in a public place, preferably during the day.

Recommend that your teen not to respond to negative messages and to actively block and report abusive people to website administrators. Encourage them to tell you or another trusted adult about such incidents and to save negative messages for reporting. You may want to save the messages for them becoming more upset.

Talk to your teen about cyber bullying before it happens. Work out strategies to address cyber bullying with which you are both comfortable so your teen knows what to expect if they do report concerns to you.

If your teen has encountered issues online express your support for them and help them stay connected to supportive friends and family both online and offline this is an important protection against longer term negative impacts.

Consider using filters, labels and safe zones to help manage your teen's online access.

Install and update anti-virus and other e-security software to restrict unauthorised access to data on the home computer and protect that data from corruption. Ensure that security features including a firewall are turned on, set to automatic scan and updated regularly to protect against the latest risks.

If your teen shows changes in behaviour or mood that are concerning explore your concerns with them and if necessary seek professional support, including through the Cybersmart Online Helpline at www.cybersmart.gov.au/report.aspx. The Cybersmart Online Helpline provides free, confidential online counselling for children and young people. Your child's school may also be able to provide guidance and support.

Excessive internet use

The internet can help children develop socially and academically. But too much time online, playing games, socialising and so on, can have a negative effect. For children, a balance of online and offline activities is important. Andy is really into online games. But lately he's been spending every waking hour playing. He's lost interest in other activities and his school work is starting to slip. Online games reward dedicated players with status and power, which can lead to excessive play, at the expense of other activities. So how can we help children like Andy strike a balance? Andy's parents can move his computer into a living area where they can monitor the amount of time he spends playing. They can also negotiate with Andy, agreeing on games he can play and for how long. With just a few simple plans in place, children like Andy can enjoy their online fun, without sacrificing other activities. Check out these related topics or click the links for some age appropriate tips and more information

Teenagers

Many teens spend a fair amount of time on the internet socialising, studying and for entertainment. For many their online activities form a part of their social identity. However, it is important that teens take care of themselves and balance their online interactions with other aspects of their lives.

There are no guidelines for the right amount of time for teens to spend online, however if their online behaviour appears to impact negatively on their behaviour or wellbeing or that of the family, it may be time to discuss expectations, and establish agreed time limits on use.

The following tips can help teens to manage time spent online and help them to maintain a healthy balance.

Look for indicators that your teen may be spending too much time online, such as a decline in interest in other activities, talking constantly about an online game or activity, a decline in grades or irritability when they are away from a game. You may also suspect they are getting up after bed time to play games or chat to others. Teens may seem quite tired during the day or skip meals to avoid leaving the computer.

You may like to check with your teen's school to identify whether they are experiencing issues with timeliness or quality of work.

SCIENCE REPORT

Mrs Saliba



The Science Headquarters

If issues arise consider establishing rules about when teens can play games or use the internet and how long they can play each day. You might consider agreeing with your teen a set balance of online and offline activities. You may need to establish consequences for rule breaches. For example, if your teen doesn't undertake their assigned jobs they may have access to online games restricted.

Try to locate the computer in a shared or visible place in the home so you are aware of how much time your teen spends online.

If you have concerns about your teen's online behaviour explore your concerns with them. If necessary seek professional support, including support through the Cybersmart Online Helpline at www.cybersmart.gov.au/report.aspx. The Cybersmart Online Helpline provides free, confidential online counselling for children and young people. Your teen's school may also be able to provide guidance and support.

For more information, resources, advice and tips, visit the Cybersmart website. Encourage your children and teens to take a look around the website. If you have young children, you may like to explore it together to help them understand how to protect themselves against online risks and make the most of their experiences online



Australian Science Olympiad Competition

On 23 May 50 students from years 7 to 12 participated in The Big Science Competition for 2012. Congratulations to all the students who took part.

It is most pleasing to see an increased participation in this year's competition. Science teachers at Granville Boys High firmly believe in the benefit students' gain by participating in such competitions and continue to urge students to take part.

The next competition in Science will be the National Chemistry Quiz to be held sometime in early Term 3. We will keep you posted on the details! Again we urge students to become involved as the experience gained in these competitions will assist them in their learning, and their performance in school based tests.

Assessment

Students in all years, 7 to 12 are well into their assessment program. A guide to the assessment components has been given to all students.

Half Yearly exams (at the time of writing) are underway and we wish all our boys the best of luck.

In particular, the Science faculty would like to wish our year 12 students all the best for their upcoming Trial HSC.

Interesting Science Facts

It takes 8 minutes 17 seconds for light to travel from the Sun's surface to the Earth.

Every year, over one million earthquakes shake the Earth.

Every second around 100 lightning bolts strike the Earth. Every year lightning kills 1000 people.

In October 1999 an Iceberg the size of London broke free from the Antarctic ice shelf.

If you could drive your car straight up you would arrive in space in just over an hour.

Human tapeworms can grow up to 22.9m.

The Earth is 4.56 billion years old...the same age as the Moon and the Sun.

When a flea jumps, the rate of acceleration is 20 times that of the space shuttle during launch.

On behalf of the Science faculty, I would like to thank our parents for their ongoing support over the semester and we wish all our families a safe and good holiday!

HSIE REPORT

Mr Mandarakas

Its exam time but that hasn't stopped members of the HSIE faculty involving themselves in numerous projects. Students have been working with teachers to fundraise, bring tolerance between cultures, running the GBHS gym and of course ensure all students are ready for the recent examinations.

Throughout this term students have been involved in the raising of money for the Canberra and snow excursion. I'm very pleased to say that in six weeks the faculty has raised over \$800 dollars. Together with a grant from the Federal government of \$20 per student the faculty is able to lower the cost by almost \$55 per student. An amazing effort by the students and teachers and thank you to the students and staff who contributed so generously.

During the early part of this term Mrs Ghosh accompanied a number of students to Shalom College at the University of NSW for a face to Faith workshop. Students from three other schools attended this workshop. Each school did a ten minute presentation on a major faith in their school. Our school representatives spoke about the Muslim faith. Students also participated in interactive workshops about different faiths.

Mrs Kiran has also been working with the Year 10 Commerce students and have, as part of their unit of work, Running a Business begun managing the school gym. It has been interesting to watch

Some of the activities that HSIE members are involved in over the next week or two include the Year 12 Modern History Study day that Mr Bellavia will be accompanying students to. The students will have a chance to participate in lectures on the topics studied for the HSC so it is a great chance for students to receive extra notes and tips on how to successfully answer HSC questions.

Year 11 History students and the Year 9 students will be visiting Sydney University to gain an insight into what the study of History is like at University. Students will attend a mini-lecture on Ancient History and another on Modern History and then with the guidance of current students tour the Nicholson and Macleay Museums.

Students will shortly begin the process of choosing their subjects for years 9 and 10 and also for years 11 and 12. HSIE subjects give students the unique opportunity to gain not only a theoretical knowledge of how our world works but also In a time of rapid social change HSIE subjects offer students the opportunity to explore and understand the society in which they live. In all HSIE subjects students will examine the complexities of social life and see how individuals and groups live and work together.

Subjects like Business Studies help students to think critically about the role of business and its ethical

responsibilities to society. Business activity is a feature of everyone's life. As a course, Business Studies is distinctive in that it encompasses the theoretical and practical aspects of business in contexts which students will encounter throughout their lives. Business Studies offers learning from the planning of a small business to the management of operations, marketing, finance and human resources in large businesses. Through the analysis of contemporary business strategies the course also provides rigour and depth and lays an excellent foundation for students either in tertiary study or in future employment.

That's all for now and on behalf of the HSIE staff have a safe and happy holiday.

ENGLISH REPORT

Ms Gandouin

During Second Term, which has afforded us some relentlessly cold, wet weather, the English Faculty have been hard at work preparing students for their upcoming examinations. We have also been facilitating student engagement in a range of activities such as drama, debating and film. A busy term, it has also been rewarding for teachers and students alike.

Year 12 Advanced and Standard English students are currently preparing for English Paper 1: Area of Study, in which they will examine the concept of Belonging conveyed in and through texts. English Paper 2: Modules will be held on the first day of Term 3 for Advanced and Standard students alike. In the second week of the holidays (Wed. 11th July) Ms Gandouin and Mr Budnik will be running a revision workshop at the school and any students who wish to attend are welcome. Earlier this term Year 12 Standard English studied Louis Nowra's play *Cosi* and had the opportunity to attend a performance at the Riverside Theatre in Parramatta, which greatly helped consolidate their understanding. The Advances students have been working on.

Year 11 Advanced English have explored the concept of the Outsider through examining a range of texts and they are currently working on Marxist, Feminist and Queer Theory readings of Shakespeare's *Othello*. Standard English have been viewing and analysing an Indigenous Australian film called *Yolngu Boy* while the English Studies students have been engaging with work-related texts and extending their general literacy skills.

Some members of the Year 10 cohort had the opportunity to see Bell Shakespeare's production of *Romeo and Juliet* at the Sydney Opera House, and to participate in a discussion with one of the performers. As Year 10 are currently studying this play it was an

excellent opportunity to assist them with their learning as well as a positive cultural experience overall.

Year 9 are currently examining Spy Fiction after preparing to be persuasive in the NAPLAN examinations, held earlier in the term. The students in Year 9 worked very hard on their writing skills, also practising spelling and reading in all subjects. We feel satisfied that most students gave the examination their best effort and look forward to seeing the results.

The Year 9 Elective Drama class have been very busy working on filming, looking closely at horror and also at physical comedy. Mr Egan has worked consistently to extend his technical skills and those of his students in Drama and they now have access to Green Screen. The students are able to select an area of specialisation for further study. Some students are choosing to extend themselves through working on films with the goal of submission to contests.

Year 8 have been working on the concept of Identity through a range of texts and practising their skills in reading. Some classes in Year 7 and 8 are working towards the Premier's Reading Challenge and are encouraged to borrow books from the library to assist them. Year 7 have been engaging in wide reading practice and have also, like Year 9, worked hard at practicing their persuasive writing skills for the NAPLAN examination. Some students also had the opportunity to participate in weekly Drama workshops, which were enjoyed by all.

Students on the Debating Team have also had some success this term, working with Mr Hardcastle and Ms Bendeich to extend their skills in public speaking.

The English faculty would like to wish Year 12 all the best in their upcoming examinations and would also like to wish everyone a safe, warm and dry holiday.

MATHEMATICS REPORT

Ms Ram

Mathematics Faculty

Term two has progressed rapidly and we are in the middle of assessments and reporting for each year group. Most students have worked very hard this term to improve their performance in Math's. It is very encouraging to see keen young Mathematicians sacrificing their recess and lunch breaks to get extra help from their teachers. Their effort to seek help and clarification on Mathematical problems is much appreciated.

The Math's classrooms received a facelift after the rooms were painted recently. One of the rooms has had an Interactive White Board installed as well. This would enable teachers and students to explore new and exciting ways of teaching and learning.

HSC Tutorials

Since term 1, the Mathematics faculty has been running after school tutorials in Mathematics for year 11 and 12 students. These lessons go from 3pm to 4pm and are run by the Mathematics teachers in room 515. Many students have been taking advantage of these free lessons to get that much needed help and revision particularly before exams. Those students who regularly attend the lessons feel empowered to learn and succeed. All year 11 and 12 students are welcome to attend and benefit from this endeavour.

NAPLAN

Students have successfully completed NAPLAN assessment for 2012. Starting in term 3, year 8 students will be issued with NAPLAN preparation booklets every week. Students are required to complete the booklets during the week. Teachers would allocate specific times to go over the booklets with students so as to clarify doubts and offer help. Parents are encouraged to help their children complete the booklets.



Australian Mathematics Competition:



Many students across years 7 to 12 will be sitting for the Australian Mathematics Competition on the 2nd of August this year. The AMC provides an opportunity for students to compete with other students at an International level and is a valuable experience for students. Those who missed out this year can participate in the competition next year.

Making a difference in Mathematics

The most common barrier to success in Mathematics encountered by students is a lack of effective techniques for study and exam preparation. If you are one of the vast majorities of students whose answer to the question, "How do you study for your tests?" is, "I go over my notes," then you need to take a serious look at your study

skills. Here are some suggestions to increase your effectiveness as a student.

- Take good notes and date each entry into your notebook.
- Your notes should contain a complete record of what you learnt in class and all the homework you were given.
- Anything the teacher writes on the board should appear in your notes. If the teacher took the time to write it out, he or she considers it important. You should do the same.
- Organise your work in order, highlighting topics and main ideas. This will make it easier for you to read.
- Be involved in your classes. Participation in discussions will help you retain knowledge.
- If the teacher is moving too rapidly for you, or if you don't understand what is being said, **say something!**
- Ask questions if you are confused. Confusion is definitely your worst enemy.
- If your class includes group activities, participate as fully as you can. Such exercises are done for your benefit.
- Review your notes every day.
This suggestion is one which we have all heard a thousand times. Unfortunately, most of us never really believe it until we actually try it. Spend 30 minutes or so each evening going over the notes from each class. There are at least two tremendous benefits to be gained from this discipline.
- Research has shown that reviewing new material within 24 hours of hearing it increases your retention of that material by about 60%. This means that you will be 60% ahead of the game the next time you walk into class. If you want to significantly reduce the time necessary to prepare for exams, this is the way to do it.
- Reviewing material before the next Math's period enables you to identify points of confusion or omission in your notes, which prepares you to ask the questions you need to ask before the next lesson.
- Keep in mind that you want to be an **active** learner, not a passive one. The more you use and manipulate the information, the better you will understand it. Using and manipulating information in as many ways as possible also maximizes your ability to access your memory.
- **Do not wait until the night before an exam to study!**



PDHPE REPORT

Mr Abraham

The end of term 2 is almost here. We have had a busy term with Semester 1 examinations and many sporting activities.

On Friday 25th May our boys participated in a very challenging and enjoyable GBHS annual Athletics carnival at Wyatt Park, Auburn. The students been very engaged in all the events and they did enjoy the novelty session conducted and ran by Mr Ghazal. I would like to congratulate all our students in Evans for winning 2012 Athletics carnival, also to our 2012 age champions:

- 12yr Junior Panisi
- 13yr Patrick Langi
- 14yr Billal Zreika
- 15yr Nabil Akkouche
- 16yr Yousef Amoud
- 17yr Youseff Zeidan

I'm pleased to announce that our boys participating in the Premier sport challenge which started on the May. The Premier sport challenge allows the boys to engage in physical activity and carry out a healthy lifestyle. Over 200 students are participating in this challenge.

Upcoming events:

On Friday 15th June, Yousef Amoud and Mohammed Sobhie will be competing in the Regional Cross Country carnival at Penrith.

On Wednesday 27th June, 33 boys will be competing in zone Athletics Carnival at Blacktown Oval.

Sports – Term 3:

Tuesday sports – Years 9, 10 and year 11 students
We are offering a variety of recreational and competitive activities to our students during their sport time on every Tuesday. The activities and the cost as indicated

All Students are expected to be in full sports uniform to be able to participate in any activities.

I would like to wish everyone a safe and happy holiday

Recreational Sport	
Sport	Cost
Ten Pin Bowling / Laser Skirmish	\$7.00 / week
Fitness - School	\$10.00 / term
Tennis	\$7.00 / week
Martial Arts	\$5.00 / week
School Sport	Free
Computer Club	Free

Competitive Sport	
Sport	Cost
Basketball Opens	\$30 / term
Touch Opens	\$30 / term
Touch Juniors	\$30 / term
Cricket Opens	\$30 / term
Volleyball Opens	\$30 / term

SUPPORT UNIT REPORT

Mrs Rudek

This term the Year 7/8 class had their first excursion to AMF Bowling Centre in Villawood. The class had a fabulous day out that started off with ten pin bowling. The competition was fierce by both teams competing for the first position and the winners were Mohamad Bey, Sherif Jalloh, Jason Jardim



Jamal Hamdan Jalal Hawda, Molalie. During Laser Skirmish the boys enjoyed their game. This game provided a lot of opportunities for boys to showcase their skills in team cooperation. They ended the day with lunch at McDonald's.

This term The Get Ready Boys have participated in number of workshops at Parramatta stadium with Ryan James who is the education coordinator with the Parramatta Eels. The boys have enjoyed watching the Eels rugby players practicing at Parramatta stadium. They have completed a number of workshops with Ryan including Goal Setting and Achieving



Success. At the end of each workshop the boys get to play football with Ryan.

At the Granville Youth Centre with Tania and Chris, the Get Ready Boys have participated in a number of Anger Management Workshops. These workshops explored the word "anger" what triggers anger, and how to stay in control of your anger and a number of role plays where the boys got involved in acting out, role playing various situations.



LEARNING SUPPORT TEAM REPORT

Mrs Adderley

This term has been very busy for the Learning Support Faculty we worked hard to support year 7 and 9 students to prepare for their NAPLAN test which they sat in week 3.

The Gifted and Talented Program so far this year has provided 9 students with extra NAPLAN tutorials. The gifted and Talented Program (GAT) is running after school on Thursday afternoon 3pm till 4pm. If you feel you son / ward is academically gifted and would benefit from this program please contact me.



**National
Year of
Reading
2012**

www.love2read.org.au

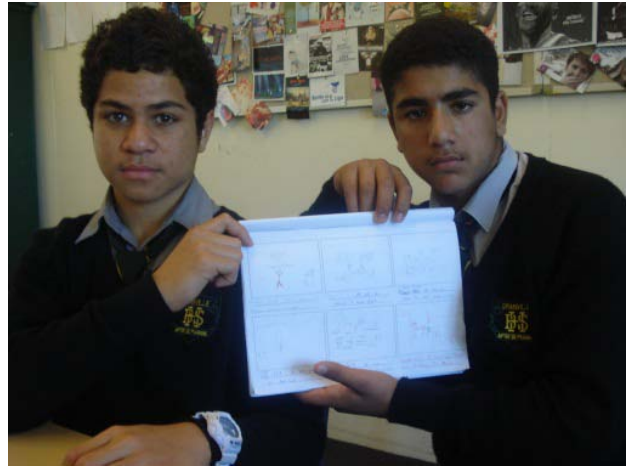
This year is the National Year of Reading there are lots of events happening through the department of education and through local libraries. Reading is an essential element of learning students who read do better in tests including NAPLAN and the HSC. Reading should be done every night for at least 20 minutes.

If you feel that your son / ward is having difficulties with his school work please feel free to contact me. The Learning Assistant Support Teachers have been very busy this term working with small groups of students in the intensive reading program as well as working with individual students.

Working with small groups of students in the intensive reading program as well as working with individual students.

Homework club is running on Monday and Wednesday from 3pm till 4pm. On Tuesday afternoon between 1pm and 2.30pm there is HSC support available, we have tutors coming from a variety of universities to work with our senior students. If you have any questions regarding Homework club feel free to contact myself. If your son/ward is having difficulty with homework and assessment please direct him to the homework club.

Years 7 to 9 are participating in the Premiers Reading Challenge. I have been welcoming many classes into the library to partake in the Premiers Reading Challenge.



Chess Club runs on Friday morning from 8am to 9.20, any boys interested are encouraged to join. We now also have a junior and intermediate chess team who compete in competitions with other schools.

Please feel free to contact me if you have any concerns about your son/wards learning.

CREATIVE ARTS REPORT

Mr Dixon

A busy time for the Arts faculty,

Firstly, let me invite all parents and relatives to our upcoming Creative Arts Night on Thursday 14th of June from 7-9pm in the school gym. Many students are working very hard to get their performances ready for the upcoming evening and they'd love a big crowd to encourage their work. Mr Luck and Miss Richardson have been working very hard rehearsing all the different groups. Performances on the night will include Arabic band, School band, Hip-Hop Dance group, Vocal group, Islander dance group, Year 7 and 8 reggae band and many class groups including 7A, 8C, 8A and Music elective classes 9, 10 11 and 12.

It won't just be Music on show. Mrs Guzman has organised a Visual Arts display showcasing many of our talented artists. Mr Egan will present work from his year 9 Film studies class and Mrs Rodriguez and her yr 11 and 12 students will be serving fine food and coffee on the evening. Miss Holland will also have some work to present from her year 9 IST class and Mr Odei will showcase projects from Design and Technology students. So a great night's entertainment. Tickets are just \$3 an adult \$2 a child or \$10 for a family pass and all performers are free.

The Arabic band and Islander Dance group travelled with Mr Hones to Guildford Public schools Multi-cultural day on Wednesday 30th of their performances were of a high standard and were a big hit with the entire crowd. Congratulations on two fine performances.

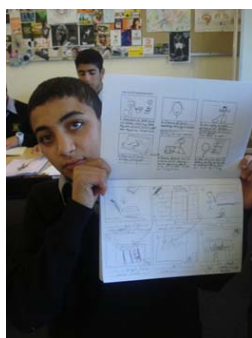
TEACHING & LEARNING

Ms Cullenward

Integrated Learning Program brings Hollywood to Granville Boys H.S.

“In March 2011, Hollywood script consultant Michael Hauge came to Sydney to lead The High Concept Movie Workshop, an initiative designed for selected screenwriters who were committed to writing a high concept movie.”

Substitute Mr Hardcastle’s or Mr Luck’s or Mr Ghazal’s name for Michael Hauge’s, Granville Boys High School for Sydney, change the date to term 2, 2012 and you are beginning to get the picture!



Under the expert tutelage of these three expert teachers, 8C have laid the groundwork for and begun making high concept film about their individual identity. They spent the early weeks of term 2, learning how to create their identity and film-making skills. Along the way, they have had to consider themselves carefully and make many decisions about how they can best represent meaning about who they are on film.

The boys have been required to work together in small groups learning to collaborate, negotiate and think critically – skills which contribute towards becoming 21st century life-long learners. They have mirrored industry standards of film-making by maintaining a process journal, creating a Gantt chart (timeline) to enable them to appropriately plan and meet production deadlines, producing storyboards of their film which document a myriad of film techniques – camera shots and angles, location and action- creating a film script and composing a music soundtrack.

And if that’s not exciting enough, they will be using Ipad’s as their film-making tool.

Mr Hardcastle, Mr Luck, Mr Ghazal and their wonderful colleagues from the Participation Team made several short films expressing their identity for the students to see what could be done and what was expected of them.

Your sons have had a wonderful time undertaking this project – you should get them to tell you all about it.

You can view one of the Mythbusters’ films created by 8B from last term on our school website under

Curriculum and Activities. Once this term’s project has been evaluated, we will put up a selection of student films for you to see.

Peer Coaching – Expanding Learning Horizons for students and staff.

Staff has had the opportunity to develop their 21st century teaching and learning skills through the peer coaching model this year which results directly in the improved learning outcomes of all the students.

Peer coaching is an interactive process between two or more teachers that is used to:

- share successful practices through specific communication, collaboration and reflective practice;
- Act as a problem-solving vehicle;
- create a learning space for improving teaching and learning strategies;
- support and assist new teachers in their practice;

Every teacher has been assigned to a peer coach leader, of which there are 6. They hold regular meetings and coach each other through a range of issues from improving existing strategies in a lesson to trying out new strategies in a lesson or sequence of lessons. The Peer Coach Leaders also meeting fortnightly to report back on successes and obstacles so that other groups may share their learning.

Semester 1 has been a very busy semester for teaching and learning at GBHS for both students and teachers.

CAREERS ADVISOR

Mrs Bailey-Marsman

Course and Employment Opportunities:

TAFE: Granville, Lidcombe (local TAFE Colleges) It is advised that you contact your local TAFE College for further information. South Western Sydney Institute of TAFE for Pre-Apprenticeship Information days and Semester 2 information you will need to contact Granville TAFE on the above number.

Australian Training Company Vacancies

www.austrg.com.au

BWAC Australian Apprenticeship Centre & Employment Service

Interested applicants need to send their resumes and cover letters to www.bwac.net.au

For full details and information please contact 02 (97499488) or visit www.bwacaac.org.au/docs/vacancies.htm

WPCGROUP Vacancies

For information on the following vacancies please phone 1300760099 or email NSWreception@wpcgroup.org.au

MG My Gateway Current Traineeship & Apprenticeship Vacancies visit our website www.mygateway.org.au and click on the Job Seekers.



Cadet Program

BlueScope Steel offers Engineering Cadetships in a number of disciplines based at the steel manufacturing site in Port Kembla, near Wollongong. BlueScope offers cadets a starting salary of approx \$30,000 straight out of high school, as well as an annual education allowance of \$2,800 to offset the cost of HECS, and if a cadet relocates to the Illawarra area they are also entitled to a relocation allowance of \$5,650. Cadets at BlueScope are given the opportunity to rotate through a variety of different roles within the plant to experience a wide range of engineering applications. Cadets also start work and uni with a great network of young people who support each other through their studies and their career. To find out more about BlueScope and if a career in engineering is for you, visit: www.bluescopesteel.com/cadets

"Earn a living whilst studying"

University Information:

UNSW Scholarships Information Evening

On Wednesday June 20 2012 UNSW will host our annual Scholarships Information Evening. The purpose of the evening is to provide greater detail on the range of scholarships available at UNSW to year 11 and 12 students and their parents. The evening will consist of a general information session about scholarships at UNSW including the UNSW Co-op Program. The general information session will be followed by an opportunity for students and parents to speak to Scholarship Officers, Co-op Program staff and current students face to face. Registrations are required and can be completed here online at: <http://www.whatson.unsw.edu.au/events/view/68/scholarships-information-evening>

University of Western Sydney Parent Information Evenings

The University of Western Sydney is holding two Parent Information Evenings during the July school holidays. Parents and guardians of students in years 10 to 12 are invited to attend the free information nights. Parent Information Evenings provide answers to frequently asked questions such as:

- How does my son or daughter apply
- To Uni?

- What happens if they don't get the
- ATAR to get in?
- How much does it cost to go to Uni?
- What is the UWS Triple Advantage?
- What scholarships are available?

Parents and guardians are welcome to attend on Thursday 5 July at the Parramatta Campus or on Thursday 12 July at the Campbelltown Campus from 6:00 – 8:00pm. Registration is essential. Parents should visit www.uws.edu.au/events for more information and to register.

Important Dates

- UWS Day, Campbelltown – 5 June 2012
- Parent Info Eve, Parramatta- 5 July 2012
- Parent Info Eve, Campbelltown – 12 July 2012

Go to myfuture.uws.edu.au/events for updates throughout the year.

The Gap Year Challenge ADF

The Australian Defence Force (ADF) Gap Year program provides an opportunity for young Australians, who have finished year 12 (or equivalent) within the previous two years, to experience continuous military training and lifestyle before going on to study or a selected career. It provides a once in a lifetime 'one year work experience' program in the Navy or Army rather than a 'career' for life. The Air Force Gap Year is currently not available.

The life skills and job training that you will acquire during your Gap Year experience will be valuable regardless of what career you ultimately undertake. You could earn more than **\$50,000** over the 12 month period for your Gap Year.

What happens at the end of my ADF Gap Year?

At any time during your Gap Year, you are able to apply for a transfer to an ongoing form of service. The success and timeline of your application to transfer will be subject to available vacancies and training opportunities, and the normal selection processes specific to the job and Service for which you apply. There is no guarantee of ongoing employment beyond 12 months. If at the completion of your Gap Year you decide not to continue or you are unsuccessful in your application for an ongoing form of service, your employment will be terminated using current Service termination processes.

An educational bonus of \$10,000 may be available to personnel who later re-enlist. To find out more information on the bonus conditions please visit the Navy or Army Gap Year web pages.

What other alternatives are there to Gap Year?

Gap Year is only one of the avenues available if you are considering a career in the ADF.

For further information on careers in the ADF visit www.defencejobs.gov.au or call 131 901



CHANGED CONTACT DETAILS?

FILL IN SLIP, CUT AND RETURN TO THE SIDE OFFICE.

STUDENT NAME: _____

ROLL CLASS: _____

NEW ADDRESS: _____

HOME NUMBER: _____

MOBILE NUMBER: _____

WORK NUMBER: _____

EMERGENCY CONTACT: _____



Term 3 Resumes:
16th July 2012

Have a safe and happy holiday

Uniform Shop
Open Wednesday's Only
8:30am – 2:00pm

THIS TERM AT GRANVILLE BOYS HIGH SCHOOL

