

Bulletin

Issue 1 Term 2, 2013



INTERFAITH PROGRAM

GRANVILLE BOYS HIGH SCHOOL

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„A GREAT PLACE TO
LEARN”



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RUGBY LEAGUE GALA DAY



PRINCIPAL'S REPORT

Mr M Marciniak

Mrs O'Brien has been on leave this term writing her thesis and I have the privilege of being relieving Principal until the end of term 2. Mr Mandarakas is relieving in my position and Mr Bellavia is relieving in the position of Head Teacher HSIE.

The first two days of this term were dedicated to staff professional learning. On day one all staff continued their professional learning with the Reading to Learn program. The Reading to Learn program will be a major focus for all staff for the remainder of this year and into 2014. The focus of the program is to systematically teach students of all ages how to improve their reading, comprehension, listening and writing skills. The program will be facilitated by all teachers across all faculties to all year groups. Day two of this term was provided as an additional professional learning day to all high schools in preparation for the Australian Curriculum which will begin implementation in 2014 for Years 7 and 9 in English, Maths, Science and History.

Not only were the teachers deep in learning the students were also coming back to a very busy term. In week 2 students in Years 7 and 9 were preparing for their NAPLAN tests which would commence in week 3. Students in Year 9 had participated in extensive tuition for their NAPLAN testing comprising of homework booklets and teachers embedding literacy and numeracy in all classes. The Year 9 students in particular were exceptionally focused during their exams and should be congratulated on their tenacity and perseverance to complete the tests.

For year 7 it was their first time they experienced whole school testing in a secondary school environment. We hope that all the hard work that the staff have been doing to improve student learn is evident in the results from the NAPLAN tests. The testing of students didn't end there as the half yearly examination period is also underway. The Year 11 cohort were the first to conduct their examinations. Year 11 students have been provided with extensive examination preparation which commenced in term 1. Tutors from Macquarie University have been visiting our school weekly to provide their services to assist students to create personal goals, learning plans, study timetables and examination techniques. Years 7 to 10 examination periods followed during the term and Year 12 will complete their trial HSC exams during weeks 8 and 9 of this term. We wish all our students all the best in their exams. Parent teacher evening for years 7 to 11 is scheduled in week 9, Thursday 27th June between 3:30 and 5:30pm.

Amongst all the learning and exams students still had the chance to participate in extracurricular activities that support their learning and provides them with opportunities to develop new skills and experiences. For example students in the band auditioned for the Granville Spectacular last week. The students did a rendition of Wham's, Wake Me up Before You Go Go, it was an impressive performance with the brass section and backup singers from Auburn Girls.

Students also had the opportunity to participate in the FUTSAL indoor soccer competition, which was held in week five. The external competition provided our talented sports men the opportunity to show off their skills and finesse. Premiers debating challenge and the Mock Trials allowed our students to showcase their ability to construct a point of view and create a persuasive argument. Students from year 11 were part of the Respect, Understanding and Acceptance forum which brought together students from state and private schools to discuss and develop an understanding of the three Abrahamic religions. Thank you to all the staff that provided their time to support our students in these programs and especially a big thank you to Mr Wynne from the PDHPE faculty who organised and led our Prospect Zone athletics carnival.

Mr Wynne was responsible for taking 12 teachers and over 70 students who competed and assisted staff during the day. Their efforts were appreciated by all students and staff that attended from across the zone.



DEPUTY PRINCIPAL'S REPORT

Mr J Mallios

This Term I have been focused on the Year 12 cohort and their progress through the HSC course and preparation for the HSC Trial examinations in Weeks 8 & 9. I have held meetings with parents to discuss students at risk and planned an improvement program for each student involved to improve their overall results. This has been very successful with re-engaging some students in their learning.

To further support Year 12 I coordinated a Study day on Wednesday June 5th where students were given explicit instruction on how to approach the HSC English Paper and a session I presented on preparation for exams and utilising time within the exam room effectively. This was well received by students and many have asked for a follow up day in Term 3. During my observation of students in the trial examinations many utilised the strategies set out on the study day. A big thankyou goes out to Mr Egan, Ms Gandouin, Ms Bendeich and Ms Love for their support. Students were given excellent information about the marking process by Ms Gandouin and Mr Egan who have both marked the HSC English papers in previous years.

Year 12 will be receiving their final school reports early in Term 3 when we hold an afternoon for parents and students to be guided through the report and plan out the final weeks leading up to the HSC. The school executive staff has been nominated as mentors to several students and will support this process and later in the year write the school reference for each student.

The High School Certificate Official timetable has been handed to all students and can also be found online at the following address <http://qoo.gl/krwRM>

Past Higher School Certificate exams and marking centre notes can be found at the following address <http://qoo.gl/VAVe>

A list of equipment for each exam can be found at the following address <http://qoo.gl/sCUU3>

Year 8 students are working well this Term and I would like to give all parents notice of Year 9 Subject Selection 2013 will occur by mid Term 3. Students will be given the opportunity to select 3 subjects of their choosing in Year 9 & 10. In Year 9 & 10 students are required to study the following subjects:

- English
- Mathematics
- Science
- Personal Development, Health and Physical Education

- Australian History, Australian Geography, Civics and Citizenship.

For Year 9 in 2013 we offered the following subjects to students, these should not vary greatly for 2014. Students will be able to make their three elective choices from the following subjects:

- Arabic
- Food Technology
- Commerce
- History-Elective
- Travel & Tourism
- Information Studies
- Drama (film & Television)
- Industrial Technology Electronics
- Industrial Technology Timber
- Information Software and Technology
- Physical Activity & Sports studies
- Visual Arts
- Music
- French Beginners

Not all subjects will run, it is dependent on the popularity of subjects. Students will complete a selection from that will then be collated and numbers in each subject documented. Parents of Yr 8 students will be notified of the organisation around selection early in Term 3.

Have a great break and see you all back here in Term 3

DEPUTY PRINCIPAL'S REPORT

Mr F Abas

During week three 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 2013 NAPLAN process in such a mature and responsible way.

The NAPLAN writing stimulus asked the students to write a persuasive piece about a hero. A number of the boys wrote about you, their parents and guardians. Some even wrote about their teachers. It reminds us of the important role that we play in your son's lives and how closely they watch us and see us as role models.

In 2013 we continued to support the literacy and numeracy learning with a comprehensive preparation process in the lead-up to the actual NAPLAN test. The aim of the preparation program was to firstly get the students familiar with the format and timing of the tests and secondly, for assessment purposes, as their marks will be used as part of their assessment. I can report that the boys were very well behaved and took the process seriously in all NAPLAN sessions.

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 teaching and learning. 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, which integrates writing and reading comprehension activities within classroom learning and assessment. In order to achieve this more engaging and challenging learning experience, we are continually reviewing learning and assessment through the faculty and the school learning teams.

The 'Granville Platform for Collaborative Education' 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 working through faculty specific learning. The literacy team has been identifying appropriate reading material for use with the school 'Reading to Learn' program and building capacity of the team to support staff in the implementation of the Reading to Learn process. The Numeracy team is working with faculty specific material to build whole school capacity with numeracy learning. The team members are participating in workshops to embed numeracy across the curriculum and develop greater appreciation of how numeracy can be embedded in learning.

The 2013 Literacy and Numeracy week will be held this year between 29 July and 4 August. The Literacy and Numeracy teams have been planning a series of events and activities. Parents can visit the Australian Government website for more information.

<http://www.literacyandnumeracy.gov.au/news/read-all-about-nlnw-2013>

Jewish and Christian students from schools around Sydney for the 'Respect, Understanding and Acceptance' project were joined by year 9 Students from Granville Boys. The event took place at Shalom College at Kensington 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 social harmony and cultural exchange, and students met for a day of discussion and multimedia performances. Year 11 Students participated in the Youth Encounters program, which is similar, however, focuses on the leadership potential of students within broader community engagement.

The NSW Secondary Principals Council provided

Granville with an opportunity to workshop the impact of the creative and performing arts program has had on literacy and numeracy engagement. Mr Dixon and Mr Luck joined me to present how music and dance and drama was used to transform student attitudes to learning within the project-learning program and how attitudes to school and learning were transformed. The evidence from student achievement and PBIS data highlighted just how these attitudes have been translated into whole-school enthusiasm - where learning is valued and respected and improved social cohesion has formed a sense of identity.

The next Staff Development Day in term 3 will see the literacy team teachers showcasing the learning material developed for the Reading to Learn program. It is traditional during the start of the second semester that school performance data is presented to provide an opportunity for reflection on how the PBIS program is affecting student learning and behavior. It is expected that the second half of the day will be set aside for specific programming and learning material development for the Australian Curriculum and Reading to Learn program.

Discussions with Year 10 students have commenced for the 2014 year 11-subject selection process. We are expecting Year 11 subject selection interviews will be held mid-way through term 3. All Year 10 students and their parents will be invited to meet with Mr Rutherford, Ms Bailey and Mr Hryce and myself to discuss options for further learning at school and alternative educational options. The interview with the parent is a compulsory process.

The subject selection process will be an opportunity for students to select subjects regardless of whether they want to go to university, or they see themselves pursuing a trade or apprenticeship. The subject selection process is about targeting subjects that will allow the student to succeed. Students will receive a subject selection handbook early next term. Additional information will be sent to Parents outlining the procedure for subject selection and important information that can be accessed prior to the interview. Please contact me if you have any questions about the subject selection process.

Midway through the holidays, it is expected that Ramadan will commence and continue until week 4 of term 3. Best wishes to all the families who will be participating in the fast. I would like to wish all members of the school community a safe and happy holiday.



DEPUTY PRINCIPAL'S REPORT

Mr C Mandarakas

As you have read elsewhere Term 2 has been busy with NAPLAN, exam preparations, reports debating, the mock trial competition, sporting events and excursions, the music program as well as a host of other activities. The Literacy Team has also managed to include professional development of staff in using Reading to Learn strategies in the classroom. The program is designed to enable all learners at all levels of education to read and write successfully, at levels appropriate to their age, grade and area of study.

When using the Reading to Learn methodology, students are explicitly taught how texts are structured and how language works across a range of texts. They systematically deconstruct small passages of text to study writing techniques of successful authors and use those techniques in their own writing.

Our teachers have undergone initial training in Reading to Learn and are now implementing the strategy in their classrooms. Each week I have had the opportunity to visit faculties and cooperatively plan lessons that include strategies for the implementation of Reading to Learn.

In the HSIE faculty we have developed and implemented lessons on the Stolen Generation and the indigenous people of the Amazon. In Science we have worked to produce lessons on Charles Darwin's theory of evolution studying the individual characteristics of birds on the Galapagos Islands. In PDHPE a group of lessons on risk taking have been developed. The English faculty has successfully adapted their teaching programs to include the Reading to Learn strategies. The TAS faculty is using the Reading to Learn strategies to reinforce the design process and the development of student's portfolios. In Mathematics the staffs have begun looking at the possibilities of implementing the Reading to Learn strategies into their teaching. CAPA is using the process to develop the responses of HSC

students. I want to acknowledge the support and creativity of staff in the implementation of what I believe is an important strategy for deeper more effective reading for our students.

Finally over the last seven weeks I have been acting in the role of Deputy Principal while Mr M. Marciniak has relieved as Principal for this term. I have enjoyed the opportunity to work at a level and would like to thank all members of staff including the office staff and parents for their support.

HEAD TEACHER WELFARE

Ms.Libdy

In my role as Head Teacher Welfare, I will be ensuring that parents are kept up to date with programs that we have been 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 attendance and study skills tips.

We are coming to the end of the *Aspirations* program. We have the last two session this month. The third session is on the Wednesday the 13th of June and the closing ceremony on Wednesday 26th of June. Both of the sessions will be held at PwC. (Price Waterhouse Coopers)

The Year 11 students involved will take away 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 motivation levels. They made the school very proud and Mentors at PwC were very impressed by the boy's work ethic and behaviour.

Our school hosted the GOALS launch on Thursday the 30th of May. We had Mentors from PwC, KPMG and American express along with 11 of our boys and 11 girls from Auburn Girls come together to learn about the program and to meet with their Mentors.

GOALS is an excellent program which aims to raise awareness of the wider range of personal, educational and vocational choices for Year 9 students, through structured group mentoring sessions over three school terms, by business people working in a range of roles and businesses.

The launch was extremely successful. The mentors were quite impressed by the calibre and maturity of our students. We had two musical performances that showcased the ever growing talents of our boys.

The GOALS students will be attending their first session at PwC on Thursday the 27th of June.

Links to learning is still continuing every Tuesday with 15 Year 10 students. This program has been very successful as the facilitators are teaching the students strategies and skills to reengage in the classroom and to help them with decision making regarding further education and/or work.

Active 8 is running every Wednesday fortnight. This is with 10, Year 9 and 10 students. This program has been very successful in terms of what the facilitators offer and provide our boys.

20 of our Year 9 students who are involved in the Together for Humanity program will be visiting Engadine High School on Thursday the 13th of June. This is a great opportunity for our boys to meet students from a different school environment. This program is called: Reaching Out - Inter-School Cross Cultural programs

The Reaching Out program offers a more in-depth experience. Our diverse facilitators challenge and support our students to work with their peers from other schools with backgrounds different from their own. Engadine High school and Granville Boys will come together one day per term for three terms, to learn more about diversity. Next term Engadine High School will be visiting our school.

On Tuesday the 18th of June, 10 Year 11 students went to NSW Parliament House to listen to HIS Holiness the Dalai Lama speak about 'Ethics for a Whole World.' This event has been organised by the Sydney Peace Foundation.

There will be an attendance blitz on Monday the 24th of June. Belinda Elliott the HSLO (Home School Liaison Officer) will be interviewing parents and students whose attendance has been less than satisfactory.

I have again placed in this issue our attendance policy. Please read carefully and if you have any enquiries, don't hesitate to contact me.

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

Study Skills Tips for students and Parents:

Did you know that if you don't look at what you are learning for a second time within 24 hours you forget 80% of the detail. This is why your teachers encourage you to review what you learn each day when you get home from school.

One of the best habits you can develop is the following: Each afternoon, even before you start your homework, spend 10-15 minutes reviewing what you learnt at school that day.

There are many different ways you can do this review. Here are some ideas and you can do something different every day.

1. Highlight the key points in each lesson.
2. Write down the top three things you learnt in each lesson. (You may like to do this in a separate book or at the bottom of the days' class work).
3. Make a mind map about what you have learnt in class.
4. Try and explain what you did in each lesson that day to a family member.
5. Go on a Google adventure and do some quick research on one interesting thing from each lesson.
6. Use this website to play some brain games. This is to exercise your brain,
<http://www.gamesforthebrain.com/googleadven>

ture/ are free to download. Be prepared to play fun games that will sharpen your brain. You can choose from Word, Math's and Logic games

7. Write down for each subject a question you could ask about what you learnt that day.
8. If still in doubt ask your teacher for clarification.

There will be fabulous payoff to doing this. More of what you learn at school will be remembered, you will have less to learn at test time and it will make your assignments and projects easier when you can recall what you have been learning.

I would like to take this opportunity to wish our parents and students a very good and relaxing holiday, I would also like to wish our Muslim families Ramadan Mubarak, may your fasting and prayers during the holy month of Ramadan be rewarded.

SCIENCE REPORT

Mrs Saliba



The Science Headquarters

Science yet again is celebrating another productive semester at Granville Boys High.

Assessment:

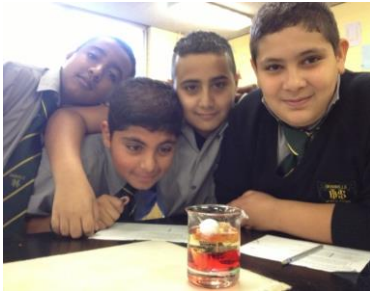
Students in all years, 7 to 12 are well into their assessment program. A guide to the assessment components has been given to all students.

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 in Weeks 8 and 9.

Practicum Teacher:

We welcomed a practicum teacher Housam Jamel-Eddine (ex-student from GBHS 2008) from the University of Technology Sydney who joined our faculty this term to gain teaching experience in Science. He thoroughly enjoyed the experience with our boys and we wish him well in his teaching career.

Experiments in Science



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 Bellavia

It has been a very busy term for the HSIE Faculty. The HSIE Faculty along with all students and staff commemorated Anzac Day for 2013 with a solemn assembly which took place on Thursday 2nd May. All staff and many students wore Rosemary as a sign of remembrance and observance of those soldiers who fought and died in war, especially for Australia. A big thank you to our school singers Henry Tuiafiso and Limalau Auia for their performance of the Australian National Anthem, as well as Mr. Luck on the Piano. It was great to see so many students singing along with pride.

Mr Bellavia's Year 11 Modern History class has been working on a major piece of work for their Preliminary Assessment and individual research task. As such, the HSIE Faculty has established a learning link with the Faculty of History at the University of Sydney. Students have been matched to a carefully selected University tutor who has been assisting the boys in developing an area of study and the creation of a research question and focus. Our students have visited the University of Sydney on a number of occasions and the Universities tutors have also visited Granville Boys High School (GBHS) to maintain the strong links with the students and to ensure

ongoing completion of their research task. The University of Sydney has been instrumental in allowing students to gain access to resources and materials from the Fisher Library, as well as, providing students with USB's to upload work and presentations, allowing students to become immersed in their learning. Upon completion of their individual research, the students will be presenting and delivering their projects at the University in front of their tutors and others schools in August, later in Term Three.

Mr Mandarakas and a team of enthusiastic and legal minded students have participated in the Mock-Trial competitions. The aim of the competitions is to participate in mock "real-life" court case and proceedings, where students take part as if they were actually in court. On June 3rd six Year 11 students teamed up to challenge students from MLC Strathfield in *Round Three* of the Mock Trial competition. Mohamed Alameddine acted as first barrister, Adnan Hamdan was first witness and Faheem Emdad was the second barrister, Ahmed Alameddine was witness two, our court official was Khaled Alamad and Mohamad Al Ali acted as our solicitor. The team had to prove that the defendant had purposely imported drugs into the country. Mohamad as first barrister presented a convincing case arguing "how could you not know what was in the suitcase". Both Mohamad and Faheem argued their case very convincingly and forced the opposition to reassess their case several times. Adnan and Ahmed worked hard in the witness stand and acted as a customs officer and a federal police officer. Their statements were cross examined by both the prosecution and the defence. Unfortunately although winning the argument, the boys fell short in winning the round. A well-deserved win goes to the girls from MLC, who proved worthy opponents.

Mrs. Ghosh has been very busy running both the RUA (Respect, Understanding and Acceptance) Program which occurred on the 21st May; and the Youth Encounters Program, which occurred on the 28th May, 2013. GBHS students have been working with a number of other schools, including Moriah College, Kambala, Arthur Phillip High School, Mater Maria Catholic College, Masada, Brigidine College St Ives and Marist Eastwood College. Our students were heavily involved in both programs and were required to speak about our schools many faiths, as well as, preparing a prayer to be said to all members present. One of the major parts of these programs was the discussion about the different aspects of faith and their experiences within their respective schools. PowerPoint presentations were created and developed by students from GBHS about their culture and religion, as well as, participating in other schools 'inter-faith' projects. Both days were

very successful and gave the boys invaluable experiences of faith, humanity and respect. Mrs. Kiran's Retail Services class has successfully completed their workplacement requirements, venturing out into the retail environment. Students gained firsthand experience in the retail sector, enhancing their theoretical class work into practical "real world" experiences. Students were able to go out into the workplace, observing and taking part in many of the duties which employees carry out on a daily basis. Some of the places which GBHS students worked at included: Target Bankstown; Woolworths Ashfield and Spotlight in Lidcombe. One of our students, Ahmed Hammoud was so impressive, that Target Bankstown offered him a job! A big thank you to the boys for doing our school proud and being committed to their studies, well done to all.

As Semester One draws to an end, students are encouraged to continually revise and study over the holiday break, ensuring that they further refine skills developed from their HSIE classes. Wide reading is recommended and will ensure ongoing commitment to studies. From all the staff from the HSIE Faculty, we wish you a safe and happy holiday break.

ENGLISH REPORT

Mr Hardcastle

As Semester 1 comes to a close, staff and students have been working feverishly with students in preparation for their Half Yearly Examination. Delving into an array of challenging themes and ideas this term, students' ongoing efforts to explore the curriculum have left some highly anticipating the respite of the midyear break.

Term 2 has seen our Year 7 cohort explore the power of persuasion in our preparation for NAPLAN testing, and more recently examine Elizabethan England and the world of Shakespeare. Through their comparative study of Twelfth Night and She's the Man, students have focussed on developing their reading comprehension skills and begun to examine the role of traditions, culture and gender in society.

Following a more local theme, Year 8's exploration of the film 'Footy Legends', set in Yagoona, has allowed students to develop their understanding of identity, place and how certain situations often bring out the best in one's character. Focussed on how identity is formed and subsequently how it is presented in film, students have developed an understanding of stock characters, stereotypes and the conventions of film.

Tackling persuasive writing head on, our Year 9 students have sought to hone their capacity to convince an audience. In doing so students explored the techniques of advertising, the power of language and even composed impassioned letters to their favourite sportspeople, all in the name of persuasion. Moving onto the second half of the term students began a thematic study of Spy Fiction, getting hands-on experience at building their own gadgets and trying to promote their would-be tools of espionage to the highest bidder.

Whilst the world of Spy Fiction is often fraught with danger, our Year 10 classes have seen how Shakespeare's most famous love story, 'Romeo & Juliet', is another topic that can end in tragedy. With students exploring the modern adaptation by Baz Luhrmann, the motives of this young love story are called into question and the conflict between the feuding families are seen constantly rearing their heads in their more contemporary surrounds.

For our senior students, the term has been full of challenges. Our English Studies students have completed their Workplace skills unit and are now examining Procedural text with foodies in mind. Preliminary Standard has examined the novel 'Raw' by Scott Monk, whilst our advanced students have sought to explore the varied interpretations of Shakespeare's 'Othello'.

Our Year 12 students are in full swing as the countdown to the HSC begins. With Trials just around the corner, students will hopefully be bunkering down for some much needed study. Our Studies class have completed a novel study this semester and are currently reading 'The Hunger Games'. For our Standard students their study of the play 'Cosi' has been tackled with varied levels of enthusiasm, whilst their preparation for next terms study of 'The Story of Tom Brennan' has seen many students purchasing the novel for reading over the winter break. Advanced students have been hard at work, with Shakespeare's 'Julius Caesar' teaching them a thing or two about the corrupting influence of power and the language of spin.

Our LOTE classes have been hard at work, with our junior Arabic & French classes exploring the basics of family, food and culture. Our Year 11 Arabic students have extended themselves during the course of the term translating multiple texts from and into Arabic.

On the back of winning the Audience Choice Award at the recent Short Cuts Film Festival, our Year 10 Drama class our once again heading after competition glory, this time working their magic on a Silent Film competition. Our new recruits in the Year 9 Drama class have commenced workshopping for the Parramatta NOW Theatre

project, which will see them perform at the Riverside Theatre on August 14th & 15th.

Finally, our Debating teams from Years 9-12 have competed with some success against local schools, Chester Hill and Auburn Girls, constructing clever arguments with the assistance of Miss Bendeich. Our Year 7-8 will follow in the footsteps of our winners in the near future as they take on Auburn Girls in the coming weeks.

With English, LOTE and Drama staff, once again working tirelessly over the winter break, we look forward to welcoming students back in Term 3 to an action packed term of innovation and creative learning.



MATHEMATICS REPORT

Ms Ram

This has been a very short and extremely busy term for teachers as well as students as each has tried hard to meet the various deadlines and expectations. Beginning with the NAPLAN assessment earlier in the term, followed by assessment tasks and half yearly examinations, students have been driven to do their best and rise to the high expectations set by their teachers. All students who set themselves personal goals and took up the challenge to excel at school work have experienced satisfaction through their excellent achievements. I would like to congratulate these students for the effort and time they have invested in their education and thank their parents for motivating them. For those students who are still struggling to get in the habit of managing their time and workload, they need to prioritise their learning and learn to be more organised. Those students in years 7 to 10 who intend to study Mathematics, or Mathematics Extension 1 and 2 in the senior years, need to establish a strong mathematical base starting from year 7. This involves being competitive and developing a good work ethic at school.

Numeracy Week Activities

The Numeracy/ Literacy Week will be nationally celebrated from the 29th July to 4 August in 2013. At Granville Boys, the Mathematics faculty and the Numeracy team are looking at inviting a team of professionals to the school to run a series of workshops for the students of years 7 and 8 in term three. The workshops are designed to create Numeracy awareness among students and highlight its connectedness with real life. More information about the workshop will be given at a later date.

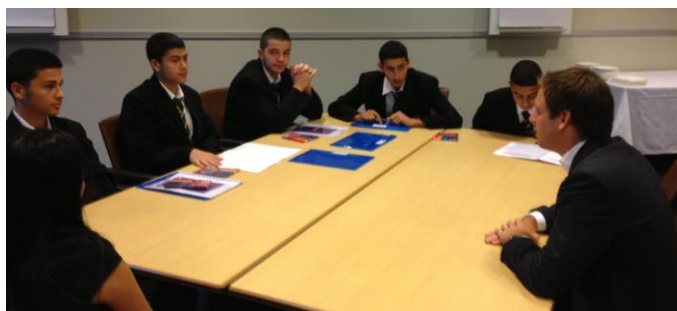
At the same time the Maths faculty will run quizzes and competitions to draw upon student talents in the school. Students will be informed of these activities during their Mathematics classes.

Australian Mathematics Competition

A group of students from across the school will be sitting for the Australian Mathematics Competition on Thursday 1st of August. Entries closed at the end of March 2013. Those students who have paid will sit for the test on the day. It is a desirable test to participate in as it is internationally recognised. It also gives students a taste of higher order thinking and application skills in Mathematics. This competition runs every year.

Mathletics

All students have been given their Mathletics passwords to access the program from home and attempt a variety of activities in Mathematics. Any student who has forgotten his password needs to see his Maths teacher to get a replacement password. Parents are encouraged to motivate their children to practise Maths on Mathletics at home, particularly during the holidays.



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 the Wednesday 5th May 2013, Mr Wynne and the staff at Granville Boys organised and ran the prospect zone athletics carnival at Blacktown Olympic Park. This was a huge task for the school to undertake involving 13 staff members, another 40 staff from other schools and 30 student helpers from year 10 and 11.

The day was a fun filled occasion with some sporting success in both track and field. There was also a lot of positive feedback from the other schools in the zone, with special praise going to the student helpers, who performed a number of tasks including, helping with events, organising the catering and helping out staff. Similar praise must also go to the GBHS staff who also worked hard all day to make the occasion a success. This event will also be running next year and we hope to make it an even better occasion. Once again, congratulations to all staff and students involved last week.

This term our year 7 students have investigated the importance of healthy eating habits as part of a balanced lifestyle, creating informative and visually appealing posters that have lit up the PDHPE classrooms.

Year 8 students examined the level of risk young people are exposed to around traffic environments, proposing strategies to minimise harm and protect themselves from danger. Meanwhile, the Year 8 Enrichment class have embarked on an Integrated Learning Task on the theme of Identity, combining the knowledge and skills from PDHPE, English and Music to create a video exploring the possible changes in their identity come adulthood.

Year 9 students have continued to learn about the impact mental health plays on our overall well-being. Having examined the influence it has on our body image and eating disorders, Year 9 students are now practising their skills in dealing with stress situations and anger management. Some role plays have been intriguing to say the least!

Year 10 students have analysed the impact drug use has on a person's life, including the effects it has on the people around the drug user and a community as a whole. Year 10 have also examined the factors that influence drug use, proposing strategies to avoid drug taking as well as developing skills to seek help for a person with substance abuse issues.

Year 11 PDHPE are starting to appreciate the challenging nature of the 2-Unit course,

participating in many practical activities that investigate how the body moves as well as developing skills in the administering of First Aid.

Year 12 PDHPE have worked tirelessly this term in examining the health status of Australia and its people. They have completed a comprehensive report on a health condition and the strategies in place to lower the rates of these diseases. Year 12 will have completed their Trial HSC examinations by now and we wish them all the best in their final term of school.

Term 2 Sport

This semester has been a very busy term in the sports department at Granville Boys High School. For grade sports, pupils have been participating in soccer, Oztag and rugby league with some success. There are now only one or two more games until the finals and we hope to have some success this term.

The students have also been participating in a number of other sports outside of school. The school participated in an indoor Futsal competition at Minto, which attracts many good teams from around Sydney. Despite the boys playing well, neither of the teams managed to make it through to the knockout round. In addition, students have been participating in Rugby League and Rugby Union Gala days, where they performed well and represented the school in a positive manner.

Mr Marak has been running a Rugby League Harmony program for a selected group, in year 8. The boys participated in a 7 week program and two of our boys were chosen to represent the school as ambassadors "Joseph Valu and Bassil Kassem". The program is about enhancing awareness of other cultures, religion and backgrounds of individuals. It promotes cohesiveness and guides students to follow their dreams. Through Rugby League, they were engaged in a variety of practical and theoretical components. Hazem El-Masri personally helped in assisting the development of the students. During the Gala day, Granville had a team 1 and 2 side. Team 1 came second on the gala day, only to be defeated once during the whole tournament.

There are many events to look forward to it next term with more Rugby league and Union, AFL and soccer games and gala days. Let's hope we have further success in showing our skills and sportsmanship which is synonymous with our students with our students at GBHS.

LEARNING SUPPORT TEAM REPORT

Mrs Adderely

Like all other faculties this term has been extremely busy for the Learning Services Faculty. At the beginning of the term there was a focus on supporting the students with NAPLAN. We have post tested the students that participated in term one reading groups and many of the students have shown improvement. During this term staff from the Learning Services Faculty also meet with students and parents of yr 7 and yr 8 students to develop individual learning Plans

The Premiers reading Challenge is well underway and some students are very near completion. Students need to read 20 books to complete the premiers reading challenge. Many of the students have been reading in the library with university tutors and volunteers, it is great to see so many students so keen to read. If you would like to volunteer to read with students please feel free to contact Ms Love, in the library.

Recently I took a group of students to the state library, in order to participate in the trial of a new 'app' for the library; it was great to see the students engaging in learning in such a positive way.

We are encouraging students to continue their reading over the school holidays. If you are looking for other things to do in the holidays Sydney Living Museums have lots of things for young people to participate in. Further information of what is on, can be found at <http://www.hht.net.au/>. Also great experiences can be had at; The Australian Museum <http://www.australianmuseum.net.au/> , The Zoo <http://taronga.org.au/taronga-zoo> and the State Library <http://www.sl.nsw.gov.au/> are all great educational institutions



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. If you have any questions regarding Homework club feel free to contact myself. If your son/ward is having difficulty with homework and assessments please direct him to the homework club.

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

I hope everyone has a wonderful break and revitalises over the holidays

TAS REPORT

Mr Odei

The TAS faculty has seen significant growth in the number of students actively engaged in practical activities. Although the term has been busy, students and staff have demonstrated excellent time management skills to ensure that learning remained the number one priority. The faculty continued to provide excellent service, a meeting point and an opportunity for students and staff to build rapport through the management of the café under the leadership of Ms Rodriguez.

The café has continued to be a success story with students always keen to volunteer their services to facilitate its day to day management. The dedication demonstrated by these students shows how much they care about the school being a successful and inclusive learning environment. On behalf of the TAS faculty, I would like to publicly praise the following students and staff for their invaluable contribution towards the management of the café.

Ms Rodriguez	Yahya El-Arab	Shady Kanj
Mr Luck	Ahmed El-Sayah	Melik Ibrahim
Mr Hryce	Ibrahim Zalfa	
Ms Haber	Nedir Elsamad	
Miss Havea	Ehab El-Moubayed	

In the classroom, students in TAS have been working diligently on their end of semester projects. The Year 12 students have been preparing feverishly to sit their Trial examinations and we wish them the best of luck. As a faculty we have been proud of the progress of our students so far and encourage students to continue to work hard to ensure they achieve their goals. The pictures below show how much fun and engaging it has been for the TAS faculty.

Have a well-deserved holiday!



Stage 5 food technology



Design and Technology



Engineering Studies

CAPA REPORT

Mr Dixon

Firstly, our thoughts are with our friend and Visual Art Teacher Rosemary Guzman who had a serious accident recently and is now recuperating at home. We are lucky to have an experienced Visual Arts teacher in Mr Stots to take her place. He will be filling in for Ms Guzman at least until the end of term. A big thank you and welcome to Mr Stots.

As always there's a lot happening in the Creative Arts faculty. Our Concert band is in full swing. They recently auditioned for the upcoming "Our Spectacular" Concert at the Sydney Opera House. We're all confident it was a success, but will find out later in the term if we were accepted.

Our New Year 7 band students program has begun. Woodwind and brass instruments have been allocated to selected students. Band rehearsal for these students is on Tuesday mornings before school. Guitar and keyboards lessons for year 7's occur Wednesday after school.

We also have a Stage 3 music program for year 5 and 6 students from local primary schools that takes place every Wednesday's between 3.20pm and 4.20pm.

Thanks to Mr Luck and Miss Bendeich for all their help with these programs.

It's also a busy time for our HSC students and teachers. Miss Holland and Ms Libdy are busy preparing students for upcoming Exams. Mr Luck's Music class are busy preparing HSC performances as are Mr Stots Visual Arts students who are busy preparing their Major works. Good luck to all students.

CAREERS

Ms Bailey-Marsman

Year 12

This term students have been issued information about their chosen post-school pathways, they have had guest speakers come and relay information to them concerning Universities, Private Providers and Employment Agencies, and students have been issued with an information booklet. This booklet is about University applications, Educational disadvantage scheme examples, University contact details, Alternative pathways to university, TAFE, private providers and employment agency contact details. This is to assist students with current information on when and how to apply to their chosen post-school destination.

Idrissa Mohamed received the opportunity to participate in a work experience program initiative developed to assist those thinking of a career in the New South Wales Police Force. This was a four day program where students were exposed to various departments of the police force such as The Water Police and the Dog Squad, Idrissa also had the opportunity to visit the Academy in Goulburn and participate in the fitness program. Applicants had to send in a one page response, answering of why they would be a good candidate for this initiative and from the many applications Idrissa was successful. He found that this experience only strengthened his belief that he wants to be a Policeman.

In the early weeks of Term 3 students will have recess and lunchtime workshops on how to apply for disadvantage points, what disadvantage points they can claim, how to apply to UAC for their chosen courses and universities and plan alternate pathways if required.

Year 10

Students have been spoken to about the importance of subject selection for their Higher School Certificate. They have been issued with a Job Guide to assist them in researching their post-school destinations. If you would like to speak to me about this please contact the school and make an appointment.

Year 9

This term students have participated in the School to Work Program. This program allows the students to recognise their strengths and to make the connection of what they learn in the classroom is relevant to what happens in the working world. They have completed an interest survey and this has related back to the students areas of interest they discussed with me. From the survey feedback

students are able to research further the jobs that interest them and look at related jobs.

VET subject news

Construction, Hospitality, Retail Services and Information Digital Technology

Parents of students who are doing one or more VET subjects for their High School Certificate please be aware that students **MUST** complete **all** class work and assessments and complete work placement/s to qualify.

Students please do not think that it is alright for you to attend class and not complete set work or to attend class and complete some of the work and you will still be marked as being competent for this subject. **YOU WILL NOT**. Also remember as part of your VET subject you will need to participate and complete 70 hours of work placement related to your VET subject over year 11 and year 12. If you are doing more than one VET subject this means you will be completing 70 hours over years 11 and 12 for ALL your VET subjects. If you are experiencing any problems please speak to your VET teacher, Head Teacher or VET Coordinator.

SUPPORT UNIT REPORT

Mrs Rudek

Another busy term has almost passed. The support faculty has just completed writing student reports for semester 1. We are hoping to see many parents on the report night to give feedback about student learning.

This semester year 8 and 9 have been learning about Inventors and Inventions for Science. In HSIE we have studied the Vikings and in English we have just completed our novel study on Jumanji. We have also incorporated our professional learning Reading to learn strategies into our KLA subjects.

The Senior Support group are currently completing an exploration of the novel Holes using narrative elements in English. They are examining practical applications area, including regular polygons and composite shapes in Mathematics. In HSIE they have been applying the Reading to Learn program to different text types, in order to create their own summaries and PowerPoint presentations. They have also been developing their understanding of sexual health and changes to personal hygiene routines during puberty.

Work Experience has been a great success and our faculty has received positive feedback about our students who have participated in this

program. Employees have been very happy with our work experience placements. We are very appreciative of all the community businesses that embrace our students and give them these opportunities that allow them to develop and strengthen the employability skills that are required once they have finished school.

Parents who have children with special needs know that education begins at home. Often these complications make learning a difficult task. These special kids need parents who have the skills to advocate for them. Here are some learning tools and tips for parents;

- Be sure to take time to read with your children each day even if it's just for a few minutes.
- Take advantage of parent-teacher night, BBQ gatherings, information nights to help you and your child get a feel for the school and meet the teachers, other staff, students, and families. Share the positives about working with your child, and let the teacher know about changes, events, or IEP concerns that should be considered for children in special education. Head Teacher Support

TEACHING & LEARNING

Ms Cullenward

Years 7 and 8 **enrichment classes** have been working hard this term, reaping the rewards from applying themselves diligently to a wide variety of tasks.

Year 8 are currently undertaking an integrated learning task in **English, PDHPE and Music**. They have explored a range of film techniques including sound and lighting and are busy applying these concepts to represent themselves through film. In **Science**, they learnt how to build electric circuits and had fun testing static electricity with ebonite rods rubbed with silk. They have realised a sustainable garden in **TAS**, harvesting a myriad of green vegetables – lettuce, herbs, snow peas, beans, radishes, sweet corn and silver beet - to name a few. They have achieved one of their goals, namely, to produce a garden that supports the **Food Technology** classroom.

Year 7 have enjoyed learning about the life and times of Shakespeare and have produced a brochure about the Globe Theatre. They are learning to use the Reading To Learn protocols whilst studying *Twelfth Night*, one of Shakespeare's better known comedies, in **English**. In **PDHPE**, they have applied their learning to plan and create a poster which informs

the viewer about nutritious eating. They have developed project management and architectural skills in **Graphics Technology** to find a solution to a design brief. Learning the finer arts of Google Sketch-Up, the students have designed and created a house.

Many of these tasks have real-life applications and the learning that has taken place will impact on the students' lives forever. Congratulations to both the teachers of these classes and the students for their fine work, in the and outside the classroom, this term.

Peer Coaching – Further expanding Learning Horizons for students and staff.

This term the staff at GBHS have focussed on developing classroom routines using the Reading to Learn protocols introduced to us by the academic, David Rose, at the end of term 1. Teaching the students to read using the strategies provided by this program will greatly assist the ability of our students to access the ever-growing tsunami of information/knowledge available to them through a wide range of media.

The Peer Coach Leaders have been assisting their peers through the coaching protocols to familiarise themselves, plan and implement the R2L strategies to at least one of their classes this term. The peer coaching program is supporting Mr Mandarakas, who is leading faculty professional development, in the implementation of the R2L program. A number of staff has taken advantage of the IRIS video kits to film their lessons in order to reflect on their teaching and learning strategies to continue to improve the learning outcomes of your sons. It has been an incredibly busy term for staff and students and I wish them all a well-earned break in the July vacation.

I am taking LSL for 5 weeks and I would like to welcome Mr Rutherford who will fill the position of Head Teacher, Teaching & Learning, during my absence.



Important Dates:

- School Finishes Friday 28th June
- Term 3 starts on Tuesday 16th July

Have a safe and happy Holiday



