

Bulletin

Issue 1 Term 2, 2015



\$1400 for NEPAL

GRANVILLE BOYS HIGH SCHOOL

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“A GREAT PLACE TO LEARN”



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PRINCIPAL'S REPORT

Ms O'Brien

This term we have welcomed Mr Noel Dixon and Mr Adel Ahmed as our newly appointed Deputy Principals. Mr Dixon has returned to the school from Ashfield Boys where he was Head Teacher Administration and Mr Ahmed was Head teacher Mathematics at Liverpool Boys. Also new to the staff this term were Ms Juzskoin support and Ms Byrne in English and Ms Tran in Languages.

Congratulations to all teachers and support staff for an exciting term. Students have been engaged in some exciting learning projects this term and I am pleased to present samples of their work later in the Bulletin. A group of Stage 5 boys have worked with the team of artists from the Information and Cultural Exchange (ICE) in Parramatta to create short animations and write poems. They will exhibit their work at an exhibition at ICE later in the year. Year 9 students have also be involved in a program called "Creating Chances" where they worked with a representatives from Football United to develop a leadership and coaching program for year 7 students. The collaborators and visiting experts have been most impressed by the work the students have created.

All students have completed their half-yearly examinations and look forward to the holidays. Teachers have been busily completing school reports about your sons' performance at school. Many of you who are observing the holy month of Ramadan and therefore we have postponed the parent/teacher evening until after the holidays Parent teacher evening will be held on MONDAY 20th July, from 3.30 to 5.30pm.

The students are preparing for Iftar on 24th June at the Western Sydney Giants football club and I look forward to breaking the fast with them. We will be conducting the school Eid dinner on Wednesday 22nd July in the school gym and we look forward to welcoming our families and guests.

Staff Conference will also be conducted in this week, 24th-25th July. Staff Conference is conducted annually and this year staff will share their professional learning and implementation of numeracy initiatives. Staff Conference is in lieu of the School Development Days that appear on the Department of Education's calendar at the end of the year.

I would like to thank the staff students and parents of our school community for the support they have given one another this past difficult week. Our open and honest relations with one another have demonstrated the respect and affection that all members of the school hold for one another. The whole school community has been very upset by the news coverage about the school. These reports in the newspaper, on radio and on social media do so much to harm the reputation of the school and to our students. Speaking to the boys at assembly and in the playground I have been moved by their concern for

one another and for the safety of all in our school. The school was proactive in its response to information we received about students buying knives. We collected the 7 knives from students when we visited their homes and our students handed knives to us at school. We then gave these knives to the police. Other issues that were reported in the newspaper were untrue. Our Police School Liaison Officer visited the school on Friday and held workshops with Years 9, 10 and 11 about safety at school. I have attached the Department information sheet about knives in the Bulletin. I would like to publically thank those parents who rang the school to support the work of the teachers and students do and echo their sentiments Thank you to you all.



DEPUTY PRINCIPAL'S REPORT

Miss Scott

Term 2 has passed in a whirlwind!! It has been a busy 10 weeks at GBHS with lots of exciting things happening.

At the end of last term I took a group of boys on a rewards excursion to Bundeena. We had a great day fishing and swimming. It was great to be able to recognise the boys achievements, it was also particularly nice to see how positively they interacted with the public displaying polite, respectful and personable behaviour. Numerous people who were walking along the beach that day stopped to comment on how nice it was to see our students out and about having fun and to comment on how polite and happy they seemed.

In early Term 2 I followed up this rewards excursion with a trip to AMF bowling and laser skirmish for boys who had missed out in Term 1 due to other commitments on the day. This was another great day of fun and competition. I am pleased to say I managed to hold my own in both bowling and laser skirmish! I even managed to beat a few of the boys. Thank you to all of the teachers and staff that supported these excursions and particular thanks to Mr Abraham, Mr Ghazal, Mr Chebib, Ms Juszko and Kehe who attended.

This term we have handed out notes for a Stage 4 (Year 7 and 8) camp. The camp will take place in Term 4 at The Great Aussie Bush Camp in Tea Gardens. This is an excellent opportunity for students to develop team building and cooperation skills as well as a time for students to build positive relationships with each other and their teachers. The total cost for the camp is \$250 with a \$50 deposit required to hold their place. Fundraising will take place in Term 3 and 4 to help subsidise the balance for those students attending. The Great Aussie Bush Camp is a particularly great camp with excellent activities and enthusiastic instructors. I encourage all Year 7 and 8 to attend. There are still some places available, please contact me if you would like further information or require a note.

As part of our PBIS restructure students have begun working with Jane Hunter from UWS to develop skills as student researchers. These students will then run focus groups with their peers to determine what the students of GBHS think makes a good school and to collaboratively decide on a set of school wide expectations and guidelines to ensure all students are aware of what constitutes a Safe, Respectful, Learner at our school. Similar focus groups will be run with parents next term. I spoke about this at our last P&C meeting and would love to hear from any parents interested in participating.

Thank you to all of the students, staff and parents who have helped to make my second term at Granville Boys such a happy one. I am beginning to feel like I have been here forever!

Have a happy and safe holiday, I look forward to seeing you all next term.

DEPUTY PRINCIPAL'S REPORT

Mr Ahmed

As term two comes to a close it is timely to reflect on the exciting things that have happened here at Granville Boys High School and look forward to the amazing initiatives ahead. On a more personal note, term two was my first term here at GBHS. I would like to take this opportunity to express my gratitude for the warm welcome I have received from staff, students and parents and I look forward to working closely with all of you to continue to make Granville Boys the exciting learning institution it is.

Some of the highlights for me, having been given the opportunity to work with the Prefects and SRC, are the Fundraiser for the earthquake in Nepal where Mr Ghazal and Mr Rutherford were able to raise just over \$ 1300, a school record for a single day fundraiser. This proactive approach by these teachers and student leaders impressed me greatly and made me realise what a special place Granville Boys is and how generous our school community can be.

Another highlight was the leadership bonding excursion to FX Zone and the amazing events that the Prefects and SRC have planned for term 3, 4 and beyond. These leadership qualities were also recognised by the NSW Governor General the honourable David Hurley during a leadership conference at Parliament house that Bourhan Zeidan and Abraham Rifahi attended on behalf of our school prefect body.



I have also been involved with year nine and have seen them slowly settle into their studies this term. There are still some areas that some year nine students need to work on, including getting to class on time and being prepared for learning. One incentive to encourage improvement on this front is the year nine camp to Broken Bay on the 2nd of September to the 4th of September that Mr Bellavia kindly organised. This camp is open only to those boys that can demonstrate excellent attendance and punctuality.

Ramadan is also upon us. I would like to wish all those students and their families the very best that this sacred month can bring and remind one and all that the leadership team along with Ahmed Dennonui and the P

and C will be organising the much anticipated Eid dinner on the 29th of July. I would also like to wish all staff and students a restful winter break and see everyone back on Tuesday the 15th of July.

DEPUTY PRINCIPAL'S REPORT

Mr Dixon

Firstly, it's great to be back. Granville Boys High School means a lot to me, I've worked here for more than 2/3rds of my career, since starting here in 1985. Many things make this a great school, the boy's energy and friendliness, the supportive parent body and the dedicated staff including teachers, Executive and SASS staff. I think Granville Boys celebrates big occasions, such as the Eid dinner and PBIS day, better than any other school. I really am looking forward to these celebrations in 2015.

The year groups I'll be working with in 2015 are years 11 and 12. Year 12 are at a very important stage with only one term left before their Higher School certificate. They should be spending at least 90 minutes on school work each night. The homework club on Mondays and Wednesdays afterschool is a great place for students to get extra help with their work. In the upcoming June holidays, year 12 students should give themselves a few days break before getting back into their study, revising their coursework and completing any upcoming assessment tasks.

Year 11's are busy preparing for their final term of Preliminary study, before starting on the Higher School certificate in term 4. I'm working closely with head teachers and the Year 11 year advisor, Mr Collins, working out which students will be offered a place in the Higher School certificate course and which students are better suited to repeating year 11 in 2016. Students can improve their chances of being offered a place in year 12 in 2016 by: Completing all assessment tasks
Having an attendance rate above 85%, attending school on time. In early term 3, I'll be conducting interviews with parents of students at risk of not progressing through to year 12. We want to give year 11 students every chance of progressing.

Finally, I was fortunate to see our Islander dance group perform at Polyfest at Auburn Girls on the night of Friday 5th June. Their singing was outstanding and they stole the night with their Haka performance. Congrats to Don Hones and Kehe for their continued efforts.

Thanks again to all the support I've received since returning to Granville Boys. I look forward to playing my part in the continued progress of this great school.



DEPUTY PRINCIPAL'S REPORT

Mrs Fiona Cullenward

Term 2 is seen by many school communities to be the busiest term. GBHS is no exception and everyone has worked really hard this term. Year 12 are sitting their HSC Trial examinations as this goes to print and students in years 7 to 11 have completed half-yearly assessment tasks through a variety of media – half-yearly examinations, class tests and assignments. The staff, too, has been busy learning new strategies and processes to improve student learning of numeracy. They have attended weekly meetings with groups of colleagues in which they shared the strategies and processes used for effective student learning. They work regularly with their peer coach to plan, implement, review and refine teaching and learning sequences. Student work samples and video footage of lessons provide particularly powerful stimuli for professional discussion. GBHS is a strongly emerging community of practice with students and staff focused on achieving common learning outcomes.

Year 10 students have had an exciting term. They have combined classroom learning with excursions for both academic and sports learning as well as participating in various extra curricula programs such as performing arts, Together for Humanity, Links for Learning and different work experience programs. Fortnightly year meetings have been introduced to ensure the students are kept up-to-date with important information. The boys look the epitome of educational success when dressed in their full school winter uniform – complete with a tie. They need to continue to wear their tie each day in term 3 too.

Attendance and punctuality are very important; attendance at school and attendance to every lesson, both on time. The students are laying down the foundations for the successful completion of the HSC in 2017, for which regular attendance in class is compulsory as it is in the junior years as well as preparing for life in the workforce or in tertiary education after school. If a student is away from school, they should bring a note explaining their absence on their first day back which can be handed in to their year advisor, roll call teacher or at the front desk. When he misses a class because he is participating in a whole school program, the student should ensure the supervising teacher record his name on the roll.

The students should be giving some thought to the subjects they wish to study in year 11. Subject selection will take place in term 3. They should consider areas for study and investigation that they enjoy. They can find out about subjects - what topics are studied, what skills are required at the beginning and how they are developed, how much commitment is needed - from current senior students as well as from teachers at school.

I wish all of the school community a safe and relaxing mid-year vacation and look forward to seeing everyone in term 3.

MATHEMATICS REPORT

Ms Ram

Mathematics Faculty Term 2 2015

As we approach the conclusion of term 2, we look back at all the things that have occupied our time at school. With an early start to the year 11 half yearly examination followed by NAPLAN testing, the teachers and students have been working relentlessly to achieve set targets and deadlines. Amid half yearly examination for junior classes, teachers have been busy designing numeracy and literacy activities, rich tasks and integrated learning tasks for students. These activities are expected to strengthen students' literacy and numeracy knowledge and develop an awareness of these concepts in daily lives.



Year 8 classes learnt to modify recipes during the Maths lessons using their knowledge of ratios. Students then used their modified recipes to measure the ingredients prepare the selected dish. Students sampled and assessed each other's preparation. Sampling of the prepared food determined if the students had converted their recipe accurately.

Some of the students explored the concept of rates, distance and time through enrichment activities. They were asked to determine the effect of prolonged physical activity on speed and to justify why this relationship was non-linear.

One year 8 class explored the quantity of sugar in a certain soft drink. They did other related activities on this topic.

In a year 7 class, students explored the concept of probability by creating mazes using Lego pieces and used live mice to determine the number of ways the mice could travel to get to the cheese.

Focus on Numeracy

What is numeracy?

Numeracy involves the functional, social, and cultural dimensions of Mathematics. Numeracy is the type of math skills needed to function in everyday life, in the home, workplace, and community (Withnall 1995). To be numerate is to confidently and effectively use mathematics to meet the everyday demands of life. Numeracy is about procedural, practical knowledge.

Why is Numeracy important?

Numeracy enables you to develop logical thinking and reasoning strategies in your daily life. We need numeracy to solve problems and make sense of time, numbers, patterns and shapes for activities like cooking, reading a map or a bill, reading instructions and even playing sport etc.

Ways to support your child's Numeracy development

Research has shown that children's motivation and achievement improve when their parents or carers are involved in their education. There are many everyday things you can do to encourage numeracy learning. These include:

- encouraging your child to use mathematical language — how much, how big, how small, how many
- discussing the use of numbers, patterns and shapes in your day-to-day life, numbers found on library books, spatial, patterns or shapes in playgrounds, in the home and architecture
- talking about occasions when you are using mathematics in daily jobs and real life situations — cooking, map reading, building and playing sport
- exploring situations using money such as shopping, budgets and credit cards
- estimating, measuring and comparing lengths and heights, how heavy or light things are and how much containers hold
- talking about different ways to solve a problem
- using everyday tools like tape measures or kitchen scales and discussing the units of measure
- asking 'does that make sense?', 'is the answer reasonable?' or 'what other ways could we do this?'
- observing and using timetables, calendars and clocks for different purposes like study periods, holiday, planning and catching public transport
- helping your child to work out how much things cost and what change they will receive
- playing number games using magazines, books, newspapers and number plates
- organising, categorising and counting collections of things like toys, books, clothing and shoes.

TAS REPORT

Mr Odei

TAS Bulletin Report

A lot has transpired in regards to teaching and learning in TAS this term. Staff and students had the opportunity to engage in numerous learning activities during the course of the term.

Firstly, we kicked off with our numeracy professional learning at our SDD where as a faculty group we decided to develop and integrate rich, challenging and engaging numeracy focused assessment tasks into our teaching programs. At the time of reporting, the assessment task has been finalised and backward mapped to our programs and is ready to be rolled out in Term 3 to our stage 4 students.

Working closely with the Numeracy Team and Peer coach groups, TAS staff have gained immense knowledge of several numeracy strategies to engage our students. This term was dubbed "Implementing Numeracy" focusing on decimals, fractions and percentages and it is refreshing to report the different adaptations staff have made to engage their students. Ms. Havea put a spin on fractions and percentages to teach her students scale drawing which has been well received by her students who have modelled a built environment.

Also, students this term sat their half yearly examinations across our stage 5 and 6 courses. On behalf of the TAS faculty, I would like to congratulate our outstanding performers as we encourage all students to continue to show a positive attitude to their learning.

In the classroom

Year 7 Enrichment students have been busily involved in the robotics program with Macquarie University. The enrichment class co-facilitated Mr. Odei and Ms. Rodriguez have been completing a robotics technology unit which has seen them on excursions as well as building and programming their own robots.



Mr. Benic's Year 8 class have been making some wonderful projects with attention to detail. They have made spice racks and storage boxes. All of the boys were able to complete their spice racks to give to their mothers as a gift for Mother's day.

There's been plenty of cooking in the kitchen with students making movie themed cake, minion to be specific, to making their own Jam to go with delicious scones. Yum!

In metals, Mr. Ahmed and his hardworking students have completed their metalsheet toolbox and were very proud of their accomplishment. Each time I visited the class, the enthusiasm from Anwar Moukhayber and Taha Ahmad was contagious.

Finally, if you haven't already heard, STEM (Science Technology Engineering & Mathematics) is here at Granville Boys High and as a faculty we are keen to play a significant role in its implementation across the school. Already, we've had presentations on STEM from Ms. Rodriguez who represented the TAS faculty at the recent iSTEM conference. As a faculty we see STEM as an opportunity to work collaboratively with other faculties to engage our students. Look forward to reporting the successes of STEM in the next bulletin. Have an enjoyable break!

SCIENCE REPORT

Ms Kotelawela



The Science Headquarters

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

Assessment

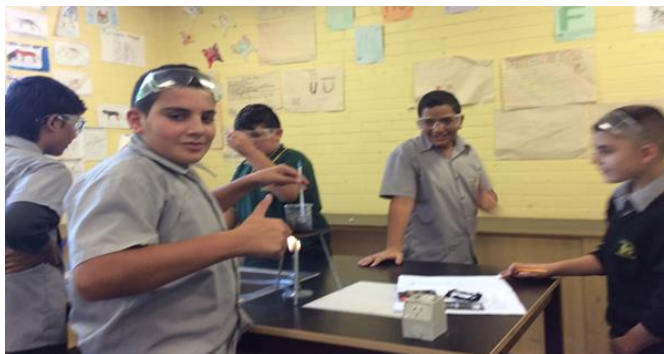
Students in all years, 7 to 12 have completed their assessment programs using the assessment guide lines.

Years 9 & 10 students have completed their half-yearly exams and most of our students have achieved the science outcomes at a high standard. We congratulate our boys for their effort and success. The Science faculty

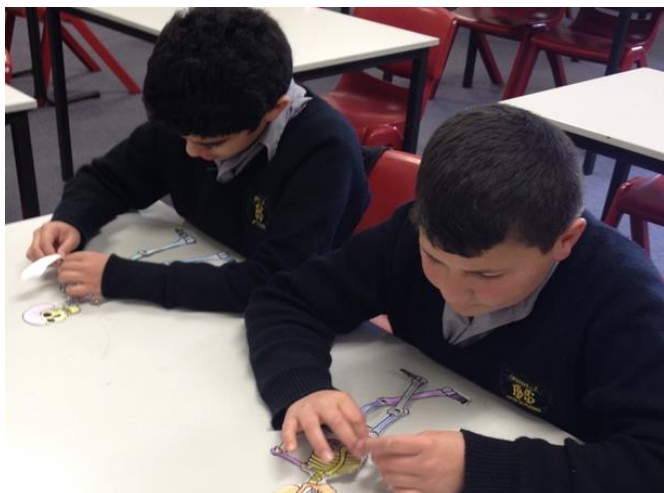
would also like to wish our year 12 students all the best for their upcoming Trial HSC in Weeks 9 and 10.

Experiments in Science

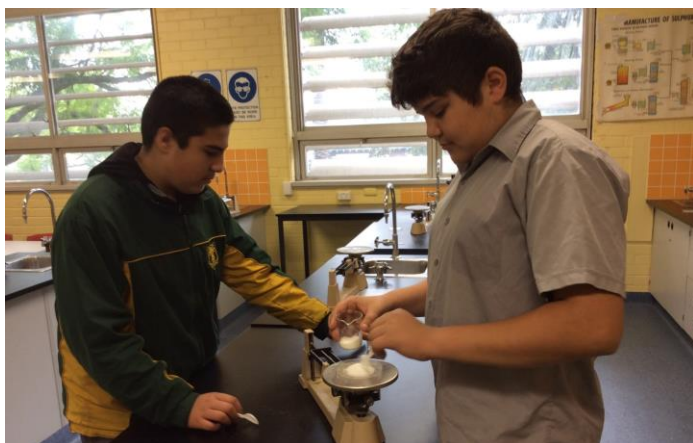
Year 7 testing the physical changes of matter



Year 8 making a model of the skeleton



Year 8 using the beam balance



Year 12 Chemistry: Extracting indicators

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.



PDHPE Report

Mr Abraham

It has been another busy time in the PDHPE department and we have had a busy term with semester 1 examinations and many sporting activities.

This semester 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. Also students defined what is of self and explored the factors that created their own identity. Also students examined the issue of connectedness and how this is achieved with different groups of people in our lives.

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.

Also students learnt about the stages of growth and development, and allow the students to understand the changes that will occur to their bodies and how to positively manage those stages.

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. Also students developed knowledge, understanding and skills in relation to drug use and how it affects other areas of our health and well-being, as well as on our relationships and its legal ramifications.

Year 9 PASS and ESS students completed a detailed study of the body systems in including the skeletal, muscular, cardiovascular and respiratory system. They assessed the structure and function of each system and the acute changes that occur during exercise. They also looked at the components of fitness and how each system works together to improve the athletic ability. Students examine these through classroom work and practical investigation.

Year 10 students have learnt about developing and maintaining equal and respectful relationships. They examine how they can use strategies to support themselves in different situations and analyse the range of ways they can provide support to others. Students have identified and practised strategies to minimise harm to themselves and others in relevant and meaningful contexts.

Year 10 PASS students have examined concepts of risk and risk management in sport and recreational settings. Students have studied a range of common sporting injuries, participating in activities to assess and manage these injuries. Students have also investigated principles of effective coaching and the effect this has on athlete development.

Year 11 PDH students examined the meanings of health, the perceptions individuals have about health and the range of factors and behaviours that influence health.

Students are introduced to health promotion and investigate approaches and strategies that can assist individuals to achieve better health. Students also researched ways to actively and positively promote health through the use of different mediums to engage the wider community.

12 PDH students examined the health status of Australians and investigated, in depth, the current health priority issues in Australia. Students had to identify and justify the choice of priority issues and examine the roles that the health system and health promotion play in achieving better health for all Australians. They also examined how the extent and intensity of sports participation relates to the incidence of sports injuries.

Futsal report

Our students from Years 8-12 attended the annual Futsal NSW Competition which was held at the Minto Indoor Sports Centre. This year Granville Boys fielded teams in the U/14s, U/16s and Opens categories, with a lot of talent filling those teams.

Debut coach Widdison was thrown into the deep end with his U/16s squad and despite limited preparation the boys stepped up to the challenge and made it past the group stage. Widdison had his team firing as they easily accounted for some of the stronger teams in their pool. A convincing win boosted the goal difference which was crucial for the team to advance. The boys just fell short in the quarter finals 3-2 after a controversial decision led to the winning goal, when asked about the decision Widdison replied "its not right to focus on the call, I was very proud of the boys effort today". After only one tournament there is rumours circulating that CEO Wynne is looking to lock up Widdison with a long term deal. Widdison was extremely pleased with the performances of Abdul Wrayde and Agou Agou, who both led the team throughout the tournament.

All the hype and expectation fell on Coach Ghazal and his U/14 boys to do well in the tournament. After showing so much promise the boys were unlucky and lost their first game which ultimately proved costly. The boys bounced back by winning their next 2 matches, however results didn't go their way and they failed to qualify. Media reports stated that CEO Wynne called Ghazal in for an urgent board meeting as his position seems to be under threat. "It's just protocol, it's what we do after a big comp so we can debrief and evaluate. Ghazal's position is safe" said Wynne to reassure that Ghazal will be kept at the helm. Many of the boys played well but Ghazal is keen to sign Zafir Ali to a long term deal after an excellent display by the captain.

Granville's final hope laid on the shoulders of experienced campaigner Sir Nick Heiler and his star studded team of seniors. Due to a withdrawal in their pool and some poor organization, our boys only got to play 2 games of 6 min halves. Unfortunately results didn't go their way and they failed to make it past the group stage. However the talking point was the

shambles that saw players only play 6 mins halves. It was apparent that Heiler wasn't impressed with what panned out "To say I'm not happy is an understatement, however I'll leave it to CEO Wynne to go with the proper protocol to raise this issue with Futsal NSW". Overall the students done really well and all involved should be very proud of their efforts.

Big thanks to coach Ghazal

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.

I would like to wish everyone a safe and happy holiday.

ENGLISH Report

Ms Bazouni

As Semester 1 comes to a close, we reflect on the array of positive learning experiences undertaken by both staff and students. I would like to take this opportunity to welcome our newest staff members, Mrs Byrne and Miss Juchau, they come to Granville Boys with innovative ideas and have worked closely this term with the English/Drama staff to build a strong collaborative faculty. I would also like to welcome our new LOTE teacher, Miss Tran, who has worked very hard to plan and implement a new and engaging Vietnamese program.

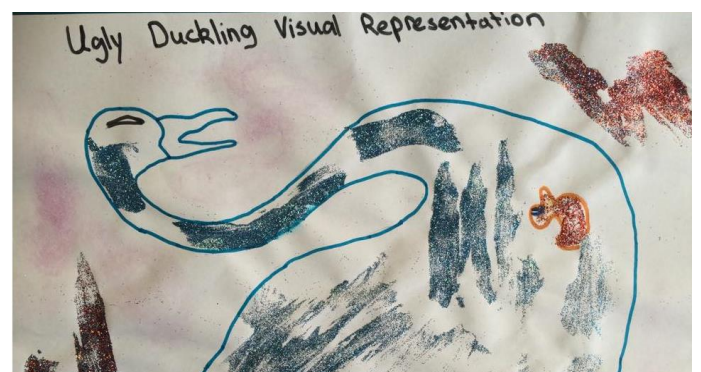
Delving into a range of challenging themes and ideas this term, students' ongoing efforts to explore the curriculum have left some highly anticipating the respite of the mid-year break.

Year 7:

Year 7 students kicked off Term 2 with an exploration of a range of traditional and modern fairy tales, exploring their relevance and value in today's society. Students examined the conventions of fractured fairy tales and learnt how to modify and adapt a traditional fairy tale while reflecting on their own learning and the writing process. Year 7 were intrigued with the numeracy component of the unit, where they were required to represent use fractions and Venn diagrams to compare traditional and fractured fairytales.

Visual Representations from Fractured Fairytales

Unit





Year 8 :

Year 8 students have completed their study of non-fiction using representations of monsters and mythical creatures as a medium for exploration. Students created their own creature, including developing a world that influenced its creation, enabling the students to showcase their artistic skills. This unit was followed by a more local theme, where students completed a film study of 'Footy Legends'. The film, set locally in Yagoona, presented students with the opportunity to explore their understanding of their own identity within Western Sydney. With the film presenting how identity is formed, students have gained an understanding of characterisation, stereotypes and film elements.



Students from 8C English during an engaging lesson on identity.

Year 9 :

Year 9 students completed examining the Horror genre through a range of activities designed to improve their vocabulary and ability to use descriptive language. Students were able to participate in kinaesthetic learning and explored how descriptive language is used to create sensory and emotive reactions. Following the completion of the Horror genre, Year 9 students began their study of Spy Fiction, where they were given the opportunity to build their own gadgets. They were then able to utilise their skills to convince an audience, explore advertising techniques and utilise powerful language.

Year 10 :

Excited chatter could be heard in Block 5 as Year 10 students began the unit on 'Heroes and Villains', which focused on the theme of 'heroism' and its implications in society. A variety of heroes were discussed, ranging from Marvel superheroes to modern day heroes such as firemen who courageously risk their lives to keep our communities safe. The students read a variety of texts including real life feature articles to help identify the widespread range of traits a hero possesses. These texts challenged the students to think critically about the concept of heroism and the possibility of the transition of villains into heroes.

Year 11 :

Year 11 studied the concept of 'Dystopias' through a comparative study of the short story 'Harrison Bergeron' by Kurt Vonnegut and the film 'Elysium'. Students were able to develop creative writing, essay writing and short answer skills. Students have also been studying the concept of 'Growing Up' through closely examining the novel, 'Raw', by Scott Monk. Year 11 were able to explore how context, form and language are utilised in texts to shape meaning.

Year 11 Advanced have begun the unit 'Romanticism'. This unit explores major characteristics of the Romantic period, as well as its historical, societal, and literary characteristics. Students have begun to look at how significant texts in any period arise from particular ways of thinking and possess an enduring relevance. A selection of Romanticist poets and their poetry will be studied. These include compelling and significant writers such as Samuel Taylor Coleridge, William Wordsworth and John Keats..

Students within English Studies were able to delve into the unit of 'Achieving through English: English and the Worlds of Education, Careers and Community.' With the assistance of their teacher, Mr Widdison, the students were able to explore budgeting, ways to gain employment and developing interview skills. Students also discussed the details and process of moving out, and were able to maintain their own budget with a \$30,000 year salary. Year 11 are currently completing a unit on 'Sports Fiction', focusing on studying high profile athletes and divisive issues tied to certain sports, franchises and individuals.

Year 12 :

Year 12 students in their second term of their HSC are working towards positive end of year results with both Advanced and Standard students having just completed their trial. Advanced English students have completed **Module C: Comparative Study of Texts and Context**; focusing on the texts "Nineteen Eighty-Four" paired with "Metropolis". Standard English students completed **Module A: Distinctively Visual**; focusing on the play "The Shoe Horn Sonata" by J Misto. The students were given the opportunity to attend the

Riverside Theatre to view a performance of the play “The Shoe Horn Sonata”. This allowed the students to see firsthand, a dramatic work which provides the audience with a snapshot of two nurses’ experience of war who have suffered so greatly together and tussle to find a way to relate to each other in peace time.

Year 12 English Studies students have worked on a unit called “ English and the World of Travel”. The foci of the unit have been practical tips for travelling, understanding different world cultures and planning a day excursion.

Drama

Mr Egan’s Year 9 Drama class have explored the mechanics of filming and editing, culminating in the development of a music video. Students completed a practical examination which involved working as part of a group to workshop and perform a piece of comedic theatre. Additionally, students have begun exploring the elements of live theatre, focusing on mime, physical movement, blocking and genre. Mrs Byrne’s Year 10 Drama this term have explored dramatic devices and created scripts based on themes such as conflict. Students are working towards consolidating their knowledge of stagecraft and performance through group improvisation and play building.

LOTE

Our LOTE classes have been hard at work, with our junior Arabic, Vietnamese & French classes exploring the basics of family, food and culture. Year 9 Arabic students have been incorporating new structures and features into their own texts. They have learnt how to use appropriate register in familiar formal and informal situations which has enabled the students to engage in more sustained communication. Our Year 11 Arabic students have extended themselves during the course of the term translating multiple texts from and into Arabic.

NAPLAN:

Throughout the term Year 7 and 9 students participated in a series of NAPLAN workshops. Students were provided with the opportunity to familiarise themselves with test procedures and further develop their reading, writing and spelling skills. These practice tests provided a snapshot of each student’s achievement and has given teachers an opportunity to evaluate current faculty programs and embed numeracy and literacy strategies to support students’ learning. Thanks to Mrs Cullenward’s hard work and meticulous preparation, students were able to complete a number of booklets that targeted specific areas of learning to develop basic skills and understanding in literacy and numeracy.

Extracurricular activities

As well as the regular English curriculum, there are a number of exciting, extra-curricular events on the horizon for the students. These include numerous theatre excursions and workshops, as well as opportunities in filmmaking and writing intensives. Students in years 7 –

10 are reminded that if they are interested in participating in the inter schools debating competition, to sign up in the English staffroom during lunch and recess.

Debating:

Kicking the term off with a bang, the Year 7 and 8 debating team competed in the Premier’s Debating Challenge against Birrong Boys. Mentored by Mr Etri, they were able to quickly grasp the ropes of argument and successfully won the first round. Congratulations to Mr Etri and the team, their win is testament to the hard work they have put in. The team was composed of Abaan Khan, Amaan Khan, Abdul Sohail, Vai Nabhnani, Moulik Mahanat, William Lam and Adam Al Achrafi.

Mr Jones has worked feverishly with the Year 9 debating team, mentoring the boys in weekly debating workshops to improve their performance skills and ability to structure arguments. Their first debate was against Hoxton Park on whether single sex schools should be banned. The team was composed of Hamzah Ghamrawi, Mohamad Saadeddine, Ayman Hamdan, and Ali Moussa. This was the first high school debate for many in the squad and it was impressive to see the boys hold their own against an experienced team. In their second debate, against the Hoxton Park team, the Granville squad demonstrated they had listened carefully to the adjudicator and had taken on board the feedback. The team, comprised of Mohammed Chbib, Hamzah Ghamrawi, Ali Moussa and Abdul Wilson, debated whether we should ban contact sports for minors. Unfortunately, the boys were narrowly defeated.

On behalf of all members of the English staff, I wish you and your family a safe and happy holiday.



CAREERS Report

Ms Bailey-Marsman

Careers News Term 2 2015

I would like to welcome Mrs Bremner to the Careers and Transition Team. Mrs Bremner is here three days a week, Monday, Tuesday and Thursday as Transition Adviser and will be working with disengaged students in planning and preparing them for post-school options. Students in year 9 and 10 have already been working with the Transition Adviser successfully discussing what they want to be doing and how they are going to get there.

- **Year 12**

Students have been accessing relevant information from the year 12 area in the library which is good to see. During Term 3 there will be workshops run in the library regarding their applications to university, completing their EAS – Educational Access Scheme- applications, TAFE dates and how to apply for scholarships. Students should also be accessing the university tutors situated in the library during homework club on Mondays and Wednesday after school and during sport time on Tuesdays.

- **Year 11**

Fast Forward students involved with the University of Western Sydney will be participating in their University Day next week. They have had a meeting and short workshop with the facilitators here at school and are quite looking forward to the day at the university.

VET subject news

Construction, Hospitality, Retail Services and Information Digital Technology.

Parents of students who are doing one or more VET subjects for their Higher 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.

- **Year 10**

Work Experience

Please be active by assisting your son in his search for a work experience placement. Work Experience occurs towards the end of Term 4. If you are unsure of what

type of work experience your son is allowed to do please contact the careers adviser. Remember if your son is thinking of doing a trade for work experience they need to collect the permission note for the White Card Course from the Career Adviser and pay as soon as possible. Details below.

White Card Course

We have just run our second White Card course this term. The group of students have all participated well and have been successful in gaining their white card qualification and are ready to step onto a work site. A third White Card course will be run in Term 3. Dates will be forthcoming.

- **General news**

During Term 1 students from year 9 to 12 have been either updating or creating their Resumes, applying online for part-time jobs or applying for their TAX file number. For their Resumes students have been putting the relevant information on a word document (name, address, phone number, email, qualifications, languages, education, work history, sports, hobbies and interests and 2 referees) and emailing it to the Career Adviser – bernadette.bailey@det.nsw.edu.au. I have then been formatting the document for them.

Little BIG Idea Career Expo

This will be happening in Term 3 Week 4 Thursday 6 August 2015. This Expo is open to years 10, 11 and 12 students to assist them in gathering information and making informed choices about their post-school options. Guests will include Universities, TAFE, Private Providers, Employment Agencies and many more.

- **Useful Websites for everyone**

Two educational websites that students in all years and parents may find useful are Myfuture and Jobjump.

myfuture.edu.au

This is an informative website that allows students to research their interests and map out a plan for their post-school options. It allows students to complete an interest survey which they can then research further to see if that type of interest is for them.

job.jump.com.au

To log on you put in your school email address and your school password is jaguar. This is a great informative one stop website that gives you access to universities, ATARs, private providers, TAFE and employment agencies, videos on careers and loads of other information at the click of a button.

Parents can access this excellent career resource as well.

- **TAX File numbers**

Please remember that to apply for a TAX file number you must do this online. Go to the ATO website and follow the prompts. If students require any assistance with this please see the Career Adviser.

HSIE Report Mr Mandarakas

Over the course of Term 2 students and their teachers have worked on numerous activities and assignments.

Term 2 began with a commemoration to all soldiers who had fought in wars, particularly those at ANZAC Cove during World War One. Mr El-Homsi and the students from Year 10 created a very memorable and moving ceremony that also reminded us, as citizens, not to forget that what we have today is a result of other people's sacrifice.

Numeracy is an essential skill for students in becoming successful learners at school and in life beyond school, and in preparing students for their future roles as family, community and workforce members. Students in Year 8 this term have used mathematics to research the availability of fresh water in the world. Students investigated the many different ways data can be collected and then presented in graphic form through the use of graphs, tables, and various charts. In this way students were able to contrast the availability of fresh water around the world with population, life expectancy and water borne diseases as a direct result of a nation's access to fresh water. When we return from the July break teachers will bring examples of the work of their classes and share their insights with teachers across the school.

This term Year 9 and 10 Commerce students heard from representatives of the Department of Fair Trade about their rights as consumers, specifically around the issue of buying a car. Students learnt what the responsibilities of the seller of a vehicle and the consumer are in relation to placing a deposit on a car, contracts, cooling off periods, how NSW Fair Trading can mediate in disputes and resolve issues between the seller and the buyer. Finally, on behalf of the Faculty I would like to wish you a safe and relaxing break.



Learning Services Report Ms Adderley

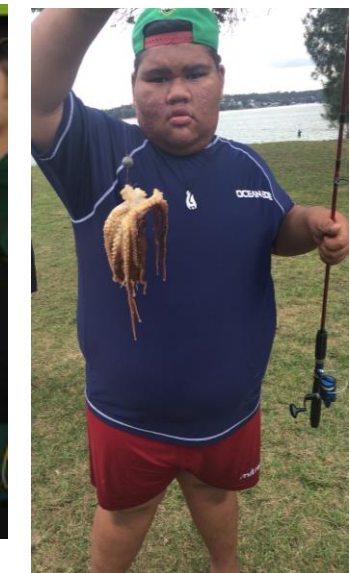
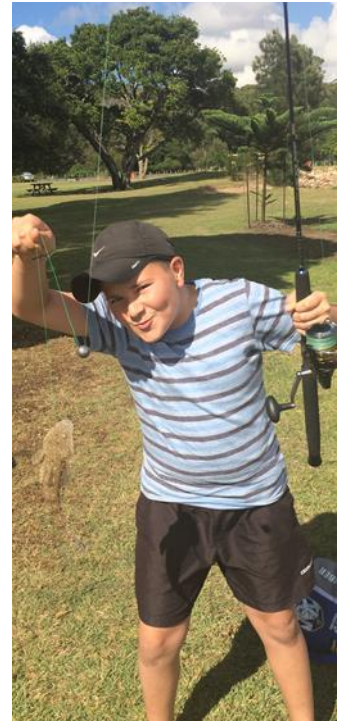
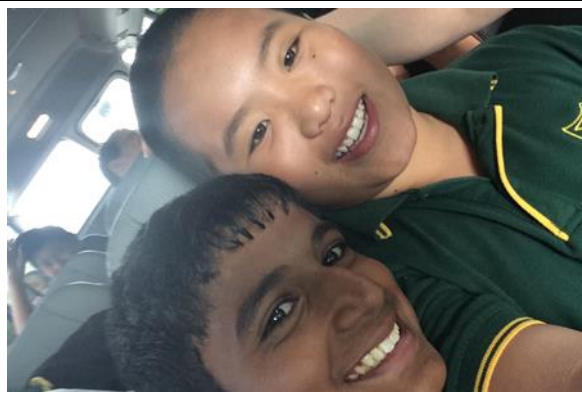
Like all other faculties this term has been extremely busy for the Learning Services Faculty. At the beginning of the term there was a focus on supporting the students with NAPLAN. We have post tested the students that participated in term one reading groups many of the students have shown improvement. We are now preparing for year 7 and 8 individual education plan meetings with parents and students which will be held week 2 term three.

The Premiers reading Challenge is well underway there are a lot of keen readers working hard. Students need to read 20 books to complete the premiers reading challenge. Many of the students have been borrowing from the library; it is great to see so many students so keen to read. We already have thirteen students who have completed the challenge. This year we are aiming to have over 50 students complete the challenge. If you would like to volunteer to read with students please feel free to contact Ms Love, in the library.

This year all schools need to complete the Nationally Consistent Collection of Data. The Nationally Consistent Collection of Data on School Students with Disability (the national data collection) is a joint initiative of all Australian governments and all state and territory government and non-government education authorities. National data is collected annually to identify the number of school students with disability and the level of reasonable educational adjustment provided for them. The national data collection has been progressively implemented over the period 2013-2015. From 2015, all government and non-government schools will participate annually in the national data collection. Please take the time to read the parent letter published in this bulletin.

We are encouraging students to continue their reading over the school holidays. Last year Ms Love took some student to Sydney Living Museums to be consultants for the museum, this year they went and saw how the museum interpreted their input. The boys really enjoyed their return visit and were very impressed with what the museum had done. 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





UOW

OPEN DAY

10am – 2pm

Saturday, August 29

Sydney CBD Campus, Circular Quay
Gateway Building, 1 Macquarie Place

uow.edu.au/sydney-open-day

Attend the Sydney CBD Open Day and explore three levels of modern teaching facilities overlooking Circular Quay and the Sydney CBD precinct.

You will have the opportunity to:

- Chat face-to-face with our academic staff
- Learn about our business courses
- Meet current students and industry partners
- Tour the campus

**UNIVERSITY OF
WOLLONGONG**
AUSTRALIA



Actual view

Poems by GBHS students.

I see humanity fading
Some people have forgotten respect
Their parents have forgotten to teach it
Their friends have forgotten to preach it

Love is romance
Romance a really heavy truth
Truth is a commitment to a promise to never lie
Discipline yourself
And with love we might fly

Bilal Ghazzoui

Love is invisible and sometimes you only
matter you're invisible

I see humanity fading,
Everybody disrespecting,
I see loyalty walk away in the distance
Turning its back on everything I loved,
In a second

About Love
When I first saw you
Your eyes where a bright blue
But every time you gave me an excuse for your
absence over the years
My tears shed like blood drops
As they slip off my wrist
And when I get to see you
I notice your eyes turn in to a shade of dark
Same colour callous and evil hart

By Ahmed Assoum

I see humanity fading
In front of eyes.
Like the sun setting
Bringing the night to our heart.

Life is fading
Life is invisible
Life is precious
Life is life
Without love where would we
be?

Without love, this world is
nothing
Imagine, if you don't have
someone to care about and
love for the rest of your life

Ghais Omar

Humanity is fading
I see humanity fading
Hope is disappearing
Love is losing game
Respect is stuck in the past
It's become hard to remember
Human expression is suspended
By lack of heart.

Love is war,
Decided between the fine lines of
Compassion, culture, humanity and hate
Love is a train, moving
In a direction away from us
Life can be rigorously formed to make love

Love is a smile
The way your lip curves up a smiles,
It's the way your smile makes me happy

Tark Hamze

Humanity is fading

1.
I see humanity fading
Connections are turning to disconnections
Reality has become silent
Keeping things quite, behind our dead computer
screen

Love is

2.
Love is stainless
Stainless like steel
Cold
Hard
And uncompromising

3.
Love is motorbike
When the wobble of death kicks in
The fear begins
Fast
Scary and dangerous

4.
Love is work
Work is hard
Hard is challenge
Challenge is love

And im ready if it's for you

Edit by Emad Jideh

I see humanity fading
In a world filled with a so much
hate,

There is a war on the other
side of the world
While on this side people are
living careless
The world is like a car's engine
without gas,

Without kindness we get
nowhere,
We live in a world where a
religion is turned into trash
And all believers are painted
with the same brush
All I see racist faces

Thank you for Reading

Love is like a deck of cards
If you get a queen of hearts
Can you match it with a king
Be your self do your thing
Just don't reshuffle the deck
and end up a with a joker
Don't play love like poker

Hamdi Chebib

I see humanity

People show no respect to the ones who
do
EVERYTHING IS CHANGING!!!
This place is somewhat turning into a
zoo
The word is something that needs to be
treated like a god
Why can't this world be like a sparkly
flowing river?
This world needs a mod
But in the end I guess this world needs to
end in some way

2.
Love is not even love anymore
Because when you understand our
generations love for each other
You won't love another
Besides your mother and your father

Love is not even love anymore
When you realise the people in this world
Both and Women
Are just turning into a bunch of whores

Khodr Akkouch