# Bulletin

## Issue 1 Term 1, 2016


**GRANVILLE BOYS HIGH SCHOOL**

14 Mary Street
Granville NSW 2142

**Ph: 9637 0489**
**Fax: 9897 2421**

www.gbhs.nsw.edu.au


."A GREAT PLACE TO LEARN"

**Inside:**


**Principal's Report**

**Deputy Principal Reports:**
**Miss Scott**
**Mr Dixon**
**Ms Cullenward**

**Head Teachers Reports:**
**Ms Libdy - Welfare**
**Ms Kotelawela – Science**
**Mr Mandarakas – HSIE**
**Miss Bazouni – English**
**Ms Ram – Maths**
**Mr Abraham – PDHPE**
**Mr Odei – TAS**
**Ms Adderley – Learning Services**

**Careers Report:**
**Mrs Bailey-Marsman**

## Australia Day with the Governer General

# PRINCIPAL'S REPORT

## Ms O'Brien AM

We are extremely proud of the outstanding achievements of our Year 12 cohort of 2015. 29 of the students achieved admission to University or University College. Very special congratulations to Jony Kaushik who achieved an ATAR of 94.5. Jony is now studying at Monash University. Special congratulations also to Lokanesi Ungounga who is now studying a double degree in Engineering and Business at the University of Technology Sydney and to Homman Sawadi who is studying teaching at Macquarie University.

An exceptional performance from our swimmers at the Zone and Regional Carnivals by Bennet Lee, Sean Logie, Melik Ibrahim, Zayd El Sayed Ahmed and Danny Day. Bennet is a very strong position for a win in the NSW State Carnival and we wish him all the very best.

Congratulations to all staff and students for a wonderfully productive term. Students have engaged in a diverse range of activities in classes and in the community. The Pacific Islander Dance Troupe has performed Blacktown East Public and Burwood Girls High to great acclaim. Invitations have been received for the student performers from Auburn Girls High and Auburn community this week.

Congratulations to our outstanding performing ambassadors. Teachers have participated in professional learning in preparation for the introduction of Project Based Learning in Stage 4 for 2016. The Year 7 STEM project has commenced and I am delighted by the engagement and excitement in the classroom. Congratulations to Ms Kotelawela and her team.

This term we welcomed new teachers. Ms Julie Olzomer was appointed as the Head Teacher Creative and Performing Arts and Mr Nick Sands was appointed as a TAS teacher. To fill temporary vacancies we welcomed Mr Abdullah Zayied in Science, Mr Vito Mancino in Hospitality, Jonathon Vencore in TAS and Mr Kevin Conca in PDHPE and we also welcomed back Ms Juliet Alameddine.

This term is the final term for Mr Jae Highlands who has been successful in his application for a position at Waldalba School on the Central Coast. Mr Highlands is a highly valued Mathematics teachers who has worked conscientiously to provide innovative learning experiences for his students. On behalf of GBHS we wish he and his new family all the very best in the future.

The staff have worked hard to develop an inclusive curriculum at the school that provides students with exciting learning projects where they are able to solve problems in real world contexts. In partnership with the wider community students from all years at our school have engaged with University students, sportspeople, artists and young executives in a range of activities that enrich learning. Our Robotics team led by Mr Odei successfully competed recently in the First Robotics Challenge at Homebush Olympic Park.

I was delighted to attend Western Sydney University on Thursday evening to join the families of boys who were inducted into the Fast Forward Program. The Information and Cultural Exchange at Parramatta commences work with students in Year 10 for the Links to Learning Program to create films that boys have scripted and filmed.

The Year 11 student Peer Mediators who were trained earlier this term have been supporting younger students with problem resolution and have been of great assistance to the teachers and the students

Congratulations once again to everyone for such a productive term. I wish you all a safe and happy holiday.

## DEPUTY PRINCIPAL'S REPORT
### Miss Scott

Term 1 has passed in its usual whirlwind. The busy term has been filled with lots of exciting opportunities for our students and it has been a pleasure to work with such a group of enthusiastic, energetic boys.

Year 7 have settled into Granville Boys High School nice and quickly. They completed an orientation program in weeks 1 and 2 and enjoyed getting to know each other better at their picnic day held at Gunnamatta Bay. Mr Ghazal (Year Adviser) and Mr Highlands (Assistant Year Adviser) have worked hard to develop a cohesive year group, this cohesiveness will hold them in good stead right through until Year 12. Year 7 have a camp booked at The Great Aussie Bush Camp in Tea Gardens for Term 4. I highly encourage all students to attend. Please feel free to come and see Mr Ghazal or myself for a note or more information

Year 7 also have vaccinations on the first day back from holidays (Wednesday 27th April). All students have received forms for their vaccinations and theseneed to be returned to Miss Scott before the end of term.
Year 6 boys from our local primary schools visited for our Open Day earlier this term. It was great to see such enthusiasm this group of students and their teachers. The boys participated in a range of taster lessons including art, science, PD/H/PE, drama, food technology and HSIE and were able to experience what a day at high school is really like. The response we received from students and Year 6 teachers was incredibly positive, they thought our teachers and school was second to none, I look forward to working with these boys in the near future.

Over the past couple of terms the PBIS team have been working hard to consult with students, staff and community in regards to our school rules and reward system. The staff completed a workshop earlier this term and using this and other data the redevelopment of our PBIS matrix has gotten underway. I also met with the P&C this term to discuss the values, expectations and rewards we would like to implement. The P&C were very supportive of the change. The next phase is to consult the students again. This will be done over a number of roll call lessons. Students have already been surveyed, now they will assist in developed the language of our behaviour expectations to be positive, relevant and 'student friendly'. We will then aim to launch the new matrix, including new signage for around the school at our PBIS day in Term 3.

I have been working on our annual school report this past term. Developing the ASR requires me to go back through data and information and reflect on the year past. When I see how much growth our students have achieved academically, how many extra-curricular opportunities our students are involved in, how much effort our staff put in to supporting the attendance and wellbeing of students and how much support we have from our community it makes me immensely proud to be a part of this great school, 2015 was a great year for GBHS.

I wish you all a happy and safe holidays, enjoy your break, I look forward to working with you all in Term 2.

## DEPUTY PRINCIPAL'S REPORT
### Ms Cullenward

Has term 1 really finished already? Like me, everyone in the GBHS community will be wondering how and to where the last 10 weeks have disappeared.

On reflection it's easy to find the answer to that question. Staff and students have been incredibly busy in the classroom and outside it.

In class, students have been working towards and on assessment for and of learning. They are working towards achievement of KLA outcomes through a range of activities and tasks. Some of the tasks are conducted informally by the teacher through observation and questioning during classwork and some are conducted more formally through written topic tests. Students have participated in projects and extra curricula activities which assist their learning across all KLAs. Students in years 7 to 10 will enjoy an excursion to Gunnamatta Bay in week 11 to celebrate their success this term.

The staff has been very busy too. Teachers have met to learn about, design, create and plan project-based learning curriculum for implementation in years 7, 8 and 9. They have collaborated in faculty and across faculty in teams and with their peer coach leaders on a regular basis. Staff constantly review relevant student

literacy and numeracy data, and implement the Reading To Learn program in regular lessons. Year 9 teachers have had professional learning in NAPLAN writing techniques provided by colleagues modelling and team-teaching in class.

Year 9 students and parents were interviewed early this term to create an individual NAPLAN Intervention Program for every student. Throughout the term, Year 9 students completed a number of booklets and a practice NAPLAN test that targeted specific areas of learning to develop basic skills and understanding in literacy and numeracy. In week 1, term 2, Year 7 and 9 students will complete a practice NAPLAN test to familiarise themselves with test procedures, rehearse the routines of the NAPLAN test , provide a snapshot of their achievement and give teachers an opportunity to evaluate current faculty programs. Students have participated in writing workshops in Science and HSIE to review and refine persuasive writing techniques and they have completed an English assessment task in narrative writing techniques. Students will be supplied with a booklet to complete over the term 1 holiday. Parents are encouraged to support this process, as students will benefit greatly by completing the sample tests.

A reminder that students in Years 7 and 9 will be completing the National Assessment Program for Literacy and Numeracy (NAPLAN) test in 2016. There are four tests covering numeracy, reading, writing and language conventions (spelling, punctuation and grammar).

The test schedule is:
Tuesday 10th May 2015 – Language Conventions and Writing
Wednesday 11th May 2015 – Reading
Thursday 12th May 2015 – Numeracy

Year 11 students have had a busy term settling in to stage 6 studies. They started the year with a camp at Tea Gardens for 3 days during which they developed their team building, collaborative and cooperative skills in kayaking, ropes courses and a mud challenge. The evenings were spent around a campfire before going to sleep (well maybe not too much sleep) in a camp bed in a tent with a group of their friends. All these activities provided the students with personal challenges which they met enthusiastically and successfully. Most students should have completed their first assessment task by now and identified what assistance they require to improve their learning outcomes. Teachers are available at homework club on Mondays and Wednesdays after school and tutors from the university are available from 12:30 on Tuesdays to help out with work that your son is finding difficult.

## DEPUTY PRINCIPAL'S REPORT

### Mr Dixon

One thing Granville Boys does better than any other school I've worked at is play host to guests to our school.

Last week our school hosted a group of students from Carey Grammar School, a private school in Melbourne made up of mainly White Anglo students. Their school had heard about our harmonious environment and wanted to visit our multicultural school. During the visit our Islander Dance group performed, the school Arabic band played and Ahmed Hablos organised an Arabic drum tutoring workshop for the students from Carey College. Sheik Wissam completed a workshop looking at differences and similarities between the two sets of students. The outcome of this was that although there are differences, they are many more similarities between the two student bodies. After a great lunch organised by the Western Sydney Giants both students groups played basketball together. Thanks to Western Sydney Giants, Sheik Wissam, Don Hones and Ahmed Hablos and all the students involved.

The Year Advisor Mr Collins, has just completed progress checks on all year 12 students. Parents of year 12 will be contacted shortly to discuss the progress of their sons in this important year.

A reminder that university students have begun "HSC tutoring" every Tuesday afternoon from 1.00pm to 2.30pm in the library. It's free and all Year 11 and 12 students should be looking to take advantage of this service.

Year 10 students also have an important year. Unlike recent years when Year 10 students would sit for their School Certificate, Year 10 students that intent to leave school before finishing their Higher School Certificate will now receive a ROSA or "Record of School Achievement" Their ROSA will be the document students show prospective employers to gain work or entry into courses.

The Concert band is busying itself learning new performance pieces. We have an Audition for the "Our Spectacular" Concert at the Opera house coming up in June.

The Arabic band have been busy with community performances including 2 recently at Auburn Girls where they performed for the harmony day ceremony.
Finally a reminder that our uniform shop is open every Wednesday morning during school term. Our uniform across the school has much improved recently and we'd like it to continue to improve. To this end, we'd like to see all students with correct school jumpers and jackets on when the colder weather hits.

## HEAD TEACHER WELFARE REPORT

### Ms Libdy

Welcome back everyone for another exciting year at Granville Boys High School. I would also like to welcome our Year 7 students and their parents to our school community. I would like to take this opportunity to explain my role to our new and current parents.
Student Welfare is the concern of every member of staff. In its widest context it covers the safety of all students in our care, their emotional, social and intellectual wellbeing as well as their conduct and behaviour.

Particular responsibilities for student welfare lie with the Student Advisors, Head Teachers, the School Counsellor, Head Teacher Welfare, Deputy Principals and Principal. The school Welfare Committee is made up of the above-mentioned teachers as well as a number of interested and committed staff. This committee meets regularly and is co-ordinated by the Deputy Principal Miss Scott and Head Teacher Welfare.

As Head Teacher Welfare, I am responsible for your sons' welfare and wellbeing. I am here to ensure that your son is at school, attending all classes and is working in a safe and happy environment.

I am also responsible for promoting leadership in our school. Our students deserve every opportunity and chance to be involved in as many programs that will enhance their confidence and leadership qualities. There are many programs that our students can be involved with throughout the coming year.

**Students and parents may also find the Head Teacher Welfare of assistance for:**

- self-referral by students;
- referral of students by parents;
- parents coping with adolescents; and
- Students coping with life problems.

**Welfare Aims:**

1. To promote the academic, emotional, social and physical development of each student.

2. To promote the idea that student welfare is intrinsic to the education process

3. To initiate and integrate programs into the school curriculum that will maximise student development and produce a broader based welfare network within the school.

4. To inform students, staff, parents and the community of the welfare program, the educational demands on, and the progress of students and the services available

5. To implement DET policies, including Child Protection, Anti-Bullying and Anti-Racism.

**Welfare Priorities**

- Continue to implement the Anti-Bullying policy within the school community.
- Implementation of Child protection Policies and Procedures.
- Develop and implement a Targeted Study Skills program.
- Implement Social Skills Intervention program
- Develop and further the structures for communication of welfare issues within the school.
- Enhance the process for student monitoring, through greater use of Sentral
- Encourage the use of the Merit System.
- Target students for mentoring program.
- Target students for leadership programs.

This Term we began by training a select group of year 11 students in peer mediation. Abe Quadan from Sydney University trained the boys over a period of two days in conflict resolution and mediator skills. The boys were outstanding and they quickly put the skills they have learnt into practice. The boys have been used on a regular basis to mediate between year 7 and year 8 students.
On Thursday the 31st of March I took 20 Year 8 students to the UNSW to participate in a Uni day. This was organised through the ASPIRE team. The students enjoyed themselves immensely. They participated in several different workshops. They went to the Museum of human diseases where they used the Oculus Rift a virtual reality machine. They also participated in a workshop in the Medical Science faculty where they were shown how to bandage and plaster an arm.

Some year 10 boys were invited to participate in a youth week project at the Multicultural Disability Advocacy Association. The boys had a wonderful time work shopping ideas for youth week. This will continue on during the holidays and the boys are more than happy to give up sometime during the holiday to continue their support of MDAA.

10 Year 10 boys will be involved in a workshop on Thursday the 7th of April. This workshop will be facilitated by Alex from Beyond Blue and me. The boys came up with the issue of depression and anxiety and they will be making a film that will be showcased at an event later on in the year.

I am so very proud of our boys and how they carry themselves in public forums and training sessions. We have extremely talented boys who are able to showcase their talent in any given environment.

As you can see we have had a very busy Term ahead of us in terms of student leadership and involvement and I am looking forward to continue building a close relationship with our parents and their children.

Below is important information regarding attendance.

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 on 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 myself 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. I follow 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:**

Students arriving late to school must:

- Report to myself immediately on arrival at school and write their name and time of arrival onto a form. Students will stay with me 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
- Parents will be notified in writing of students who have more than three days late per term.
- Students who are late several times without written explanation will be placed on 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 pickup 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.

Attendance rates are monitored regularly. Students with poor attendance rates –i.e. below 90% will be interviewed by myself and the Home School Liaison Officer(HSLO). These students will be put on an attendance card and improvements must be made. Failure to improve will be monitored by The HSLO.
If you have any questions or queries regarding attendance or anything that may be of concern to you please contact me at school.

**Importance of school diary use:**

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

a) **It is an organisational tool** so that your child can keep on top of homework, assignments
b) **It is a communication tool** between you and your son's teachers. You can use the diary to comment on your sons progress or ask his teachers questions
c) **It is a rewards tool** staff will issue **" Safe, Respectful Learner"** stamps in your child's diary, for which students gain merit awards and other rewards throughout the year
d) **Record keeping** Teachers will note toilet passes, out of class passes etc

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

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

**Year Advisors:**

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

**Year 7:Mr Shadi Ghazal – PDHPE Faculty**
**Year 8: Mr Mohamad Chebib - PDHPE Faculty**
**Year 9: Mr Samuel Pakkiam- Maths Faculty**
**Year 10: Mr Jimmy Bellavia - HSIE Faculty**
**Year 11: Mr Robert Jones - English Faculty**
**Year 12: Mr Rod Collins – Support Faculty**

## HEAD TEACHER MATHS REPORT
### Ms Ram

An extremely busy Term 1 is finally coming to an end as teachers and students prepare for a well deserved holiday. The year 7's and the new students to the school are well settled and can find their way around the school with ease. Congratulations to Mr Highlands who will join Wadalba Community School from term 2. He will be replaced by Ms Prasad.

The new curriculum for stage 4 and 5 is quite intense and requires the learner to be actively involved in learning in the classroom and complete sections of work for homework in order to successfully achieve the expected standard. To ensure that no child is left behind, teachers do their best to deliver quality education in the classroom and to help students achieve to their potential. However, parental influence is an utmost important factor in supporting their children achieve to a desirable standard. Setting homework and study routine at home will help your son reach his potential. This year students will be participating in a number of projects and rich tasks which may either be within the faculty or across KLA's. This supports the school's focus on Project based Learning (PBL).

**Assessments and Homework:**
Students who are preparing for an external examination this year or next year must maintain a balance between school work and other commitments, and ensure that they do not fall behind. It is very important that all students earn their HSC by showing due diligence and meeting all course outcomes. It is also important that students read and understand the assessment guidelines as in their assessment booklets and assessment notifications. When a student is absent on the day of any assessment due to illness, parents must notify the Head Teacher of the faculty in the morning and the student must provide a medical certificate upon their return to school. He will be expected to sit for the assessment on his first day back to school.

The Mathematics faculty has a strong emphasis on regular homework. Homework helps consolidate knowledge and skills learnt in class. Students are given some form of homework at the end of every Maths lesson. Homework can be in the form of exercises from the text book or worksheets or in the form of an assignment. Students are expected to complete all set homework as homework is marked by the class teacher and a bookmark is awarded. Students are also expected to seek help if they face difficulties. Tutors are also available to offer help at the homework centre (Library) on Mondays and Wednesdays after school. If parents are concerned about their son's progress or homework in Mathematics, they must contact the Head Teacher Mathematics (Ms Ram) for a feedback or request a parent meeting to further discuss the issue.

**NAPLAN:**
Years 7 and 9 will sit for the National assessment NAPLAN in May this year. Teachers have issued students with NAPLAN booklets to year 9's. This is to help them familiarise with the Literacy and Numeracy focus in the exam and to minimise exam anxiety. Students are expected to complete one paper per week to be able to achieve the level of skills required for this national assessment.

**Australian Mathematics Competition:**
Every year all students are given the opportunity to participate in Australian Mathematics Competition (AMC). This year the competition will be held on the 28th July. The AMC gives students an opportunity to experience doing a test prepared by an external agency and compare their achievements with other students in the state. Certificates of distinction, Credit and Participation are issued to the participants. A Westpac award is also given to students who do very well. Students who wish to attempt AMC this year, must pay an entry fee of $6 to the front office and return the receipt to the AMC organiser, Mrs Khan.

## HEAD TEACHER PDHPE REPORT
### Mr Abraham

This term sees students in PDHPE and the Stage 5 elective subject, PASS and ESS enjoying some new and creative ways of learning.

Frist I would like to welcome Mr Conca as a member of our PDHPE team.This term Mr Conca has been running self-defence classes as a new program during Tuesday's sport time. Mr Conca has been training in various forms martial arts for over 15 years and is an Instructor. Mr Conca has a passion for self-defence and is a good teacher and coach. His dedication and commitment has allowed him to go far within a short period of time. He is currently one of the youngest self-defence Instructors in Australia. Mr Conca highlights that self-defence classes can offer exercise benefits such as muscle toning and strengthening, improved balance and coordination and an effective cardiovascular workout. Self-defence training helps students learn to be more aware of their surroundings and to be prepared for the unexpected at any time. Knowing

that students have the ability to defend themselves often helps them fully explore the world, meet new people and find new ways to engage with others.

**Year 7 PDHPE**

This term the focus is to explore and analyse the definition and factors that impact on your own sense of self. Secondly, it is to examine the issue of connectedness and how this is achieved with different groups of people in our lives. Lastly, time will be taken for pupils to identify the different types of communication and the barriers that exist to good communication

Also students are participating in a variety of throwing and catching movements that range from fundamental to more specialised and manipulative skills. Activities using equipment are used to highlight the development of core skills that can be adapted for use in a range of movement contexts.

**Year 8 PDHPE**

This term students are developing necessary skills to communicate effectively with particular focus given to overcoming the influence of gender stereotypes. Students participate in role-plays, explore case studies and undertake other activities that enable them to apply communication skills in practical contexts.

Also students are participating in a variety of striking and kicking movements that range from fundamental to more specialised and manipulative skills. Activities using equipment such as bats, racquets, clubs, hands and feet will be used to highlight the development of core skills that can be adapted for use in a range of movement contexts.

**Year 9 PDHPE**

This term students are developing skills for coping with challenges and opportunities relating to adolescent health issues, relationships and transition phases of life. Students practically experience a broad range of strategies that include individual and group physical activity options, relaxation techniques and the development / application of interpersonal skills.

Also students are developing and refining movement skills and strategies to net/court games. Examples include volleyball, European handball, mini tennis and table tennis. Emphasis is placed on the opportunity skill development provides for enhancing participation in lifelong physical activity.

**Year 10 PDHPE**

This term students focus on a range of significant issues affecting young people's health and safety in social situations. Students investigate and plan protective strategies to enhance their- own and others' health and safety in relation to road safety, mental health and drug use.

Also students are developing and refining movement skills and strategies to net/court games. Examples include volleyball, soccer, touch footy and table tennis. Emphasis is placed on the opportunity skill development provides for enhancing participation in lifelong physical activity.

**Easter Show 2016**

Year 7 & 8 student were rewarded for their excellent behaviour and were taken on a trip to the Royal Easter Show. The students were very well behaved and seemed to have a fantastic time. Many of the students got to experience the country lifestyle by taking part in many of the agricultural shows which included the sheep shearing and the dog trick show.

The Easter Show is world renowned for its showbags and thrill seeking rides. The students proved to brave and faced their fears on some very scary rides along with enjoying the vast variety of different showbags. Overall it was a great day spent at the Easter Show and all the students should be commended on their fantastic behaviour.

**Sports report term 1**

The start of the year is always full of exciting changes and opportunities in regards to the sport at Granville Boys High School. This term has seen the successful integration of year 7 and 8 into whole school sport on a Tuesday afternoon. The success of this has been put to the hard work of the teachers in the school and support of the leadership team.

During this time years 9 and 10 students have been participating in a number of activities including alternative sports, grade sport and recreational activities. A large group of students have been travelling each week to Sydney Olympic park taking part in bowling, cycling, swimming and attending FX zone which involves trampolining. This has been hugely successful with over 100 students travelling each week who are able to sample all the activities.

The grade sport teams are off and running again with the basketball, touch and cricket team the games for term 1. Trials were held at the start of term with large numbers of students keen to represent the Granville Boys and compete against other schools in the prospect zone. Team were chosen and have enjoyed early success in the opening rounds of the competition.

Recreation sport has also enjoyed a positive start with year 7 and 8 travelling to Granville Park each week to take part in soccer, touch and ultimate Frisbee. Year 9-10 have been staying at school and have had the opportunity to participate in soccer, volleyball, self-defence, short tennis and a running club. A big thank you must go out to all the teachers who have worked hard to the make the transition a great success!

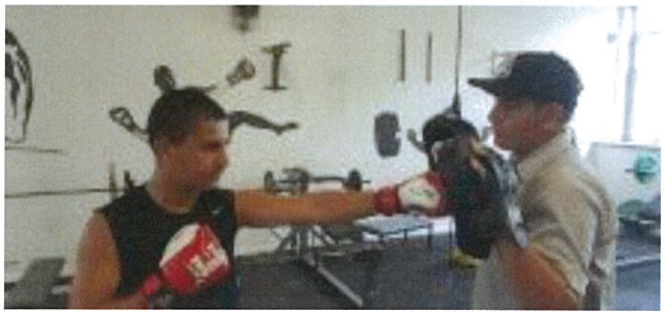
**Swimming**

The start of the year also starts off with the annual swimming carnival which is held each year at Merrylands pool. This is a great occasion to see the students compete for the opportunity to represent the school at the zone carnival. They also have a chance to participate in a number of dry activities including volleyball which helps to create a warming carnival atmosphere. It was a great day with a few students demonstrating excellent swimming skills and moving on. Specific examples include Benett Lee (year 7) and Sean Logie (yr9).

The zone carnival took place on the 26th February and a handful of talented athletes made their way to the venue to represent the school. It turned out to be one of the most successful days in Granville Boys swimming history with not only two students Benett Lee (year 7) and Sean Logie (yr9) winning their events but also the U15 4x50 freestyle team winning and qualifying for the west Sydney carnival.

Finally I would like to thank Mr Ghazal, Mr Chebib, Mr Wynne, Mr Conca and Mr Marak for excellent work and effort this term.

Also I would like to wish all our students at Granville Boys High School safe and happy break.



# HEAD TEACHER SCIENCE REPORT

## Ms Kotelawela

**The** Science Headquarters

I would like to take this opportunity to welcome our new 2016 students and their families. I would also like to welcome Mr A. Zayied to the Science faculty this year and congratulate Mr. G. Keski-Nummi for joining the permanent staff. The other members of the Science Faculty are Mr. Hathaway, Mrs. F Bolbol and part time teachers Mrs J. Alameddine, Mrs S. Tran and Mrs M. Ioannidis. Our dedicated Science staff, together with our supportive parents are continually working together in assisting the boys in achieving their potential. The Science faculty requests that parents/carers help to optimise their child's learning opportunities by ensuring that students have all necessary equipment in class. Parents are also encouraged to support their sons by ensuring homework is completed every night. Thank you in advance for your assistance and support.

**Year 7:**

This term in Science, students are enjoying a series of experiments planned under the topic "Being Scientific". The skills that students have developed in doing these experiments are helping them to develop their capacity in planning and carrying out first-hand investigations, making observations and reading scales. In addition, Year 7 are also learning about safety and the different types of equipment used in the Science laboratory. Students were given the opportunity to learn the correct technique of lighting a Bunsen burner, which resulted in them obtaining their Bunsen Burner Licence.

**Year 8 :**

Year 8 students have also been very busy this term carrying out a series of experiments. They are working on their Student Research Project which gives them an opportunity to carry out first-hand investigations under the supervision of their teacher

**Year 9:**

Students in year 9 are learning about ecosystems and Earth movements. They are also incorporating a persuasive writing task on the devastating impact the humans are having on our ecosystems in preparation to NAPLAN.

**Year 10:**

Year 10 students and extending their knowledge of the structure of the atom, periodic table, writing formulae, balancing equations and conducting a series of experiments on chemical reactions.

**Year 11:**

On Wednesday 12th of February accompanied by Mr. Zayied and Mrs J. Kotelawela, Year 11 Biology and Senior Science students went to the Bicentennial Park in Sydney Olympic Park to investigate a local ecosystem. It was a Field Study Assessment Task that meets the Board of Studies course requirements. The students eagerly participated in numerous activities that were set up and co-ordinated by the service team at Sydney Olympic Park. They worked in groups and studied the adaptations of mangroves to its habitat and the distribution and abundance of plant and animal species in a salt marsh ecosystem. It was a great success and the students thoroughly enjoyed applying the skills they had learnt in class, to a practical situation

**Year 12:**

The Biology and Senior Science students will be attending a workshop at the UNSW Museum of Diseases in May next term. The boys will get an opportunity to see diseased preserved body parts and prosthetics.

**Assessment**

Students in all years, 7 to 12 are well into their assessment programs. A guide to the assessment components has been given to all students. Students in Years 7 to 9 should have a copy of this pasted inside their science notebook.

At the end of term 1 all students in years 7-10 will sit for their topic tests/quizzes.

The Science faculty would like to take this opportunity to thank our parents for their continuous support and we wish all our families a safe and good holiday

## HEAD TEACHER SUPPORT REPORT

### Mrs Rudek

This term parents were invited to partake in their sons Individual Education Planning Meeting. We had all the parents involved and I would like to thank all the parents, older siblings and carers for participating in and contributing to this valuable process of establishing and outlining individual educational goals. It was great to catch up and to meet new parents and carers at these occasions.

This year, the Get Ready program is running each Friday. Ms Moshref and I are running this program with our Year 8/9/10 class. This Term the boys have had the opportunity to go on various social and educational excursions including the Hyde Park Barracks, swimming at Homebush Aquatic Centre and a shopping trip to Paddy's Market in the city.

In the senior class, work experience is continuing on Fridays. The boys have been further developing their employment related skills. Students in Year 10 and 11 have gained their White Card and this will allow them to gain employment in a trade related area. Host employers continue to be impressed by our students willingness to work and their can do attitude. They are happy to host our students on a regular basis.

The Ninjas class have decided to change their name and now they are called SUPPA with all capital letters(!) that is pronounced *super*. They got more and more integrated into our school's mainstream life such as roll calls, sports, Swimming Carnival and educational excursions. Our Senior SUPPAs have started their elective subject in Hospitality to gain employment related skills. One of our students, Bill Nguyen was elected as an SRC representative for Year 8. So a big congratulations to Bill.

## HEAD TEACHER TAS REPORT

### Mr Odei

This term we welcomed three new staff to the TAS faculty in Mr. Sands, Mr. Vencore and Mr. Mancino. The trio have settled in well and are getting to know their students. This term has presented staff and students the opportunity to engage in numerous teaching and learning activities. We started the term looking at how PBL (Project Based Learning) within TAS can enrich the learning process of our students. We have embraced the idea of the new paradigm which is PBL and have started formulating several "driving questions" to commence the process.

**In the classroom**

Stage 4 Technology Mandatory stunts are completing their projects collaboratively in time for an exhibition sometime in term 2. Students are making various projects including packaging boxes for cookies, LED torches, 3D printed puzzles and food products. This year, Stage 5 TAS elective subjects are really popular amongst students leading to most courses having two classes. This is testament to the hard work of staff and students. Stage 5 projects include, fishing rod rack, chessboard, food products, electronic robot, battery powered car, billy cars and metal craft.

**Extra-Curricular activities**

Mrs Adderley has taken on two TAS classes and has added another stream in Agriculture and Animal production. In a very short time Mrs. Adderley and her students have achieved recognition for their excellent work with our crops. Students in her class also had the opportunity to care for chicks from day old to 8 weeks. Well done to Mrs. Adderley for facilitating an authentic learning experience.

In March, I took the schools robotics team to this year's First Robotics Competition at Sydney Olympic Park which hosted 45 schools across the country and international schools from China, U.S.A, Singapore and Hong Kong. The Team worked collaboratively to construct their robot with very little assistance and were very competitive at the just ended championship. I was blown away by their enthusiasm and as a new coach to the team I see the potential for the team to reach greater heights in the next championship and to mentor new members to join the team.

The Design and Technology students following Mr. Vencore's leadership are engaged in an authentic design project run by UTS and local councils to design a modern, sustainable bus stop shelter. Students have

visited and collected primary data from an actual bus stop which they represented in several presentation charts. Three students were chosen to represent the school at a forum with industry personnel and engineers to present their findings. Watch this space to follow the progress of the Design and Technology students. Congratulations to Mr. Vencore and his students.

STEM (Science Technology Engineering Mathematics) is well and truly underway and the TAS faculty staff is heavily playing our part to ensure its successful outcome with students engaging and enjoying the learning process. Congratulations to all the STEM team.

## HEAD TEACHER ENGLISH REPORT

### Miss Bazouni

Winding down Term 1 for 2016, both staff and students have been working feverishly to complete their units of work. Building on from the extensive faculty planning over the summer break, the English and Drama staff are once again working tirelessly to generate innovative means of engaging students in their learning. The English faculty is comprised of Miss Bazouni, Mr Egan, Mr Etri, Mr Jones, Mr Baker, Miss Juchau and Mr Widdison.

**Year 7**

Year 7 embarked on their high school journey this year with lots of fun activities in English. The aim was to help the students make a successful transition from primary to high school English. The orientation program built on the skills they had already developed while learning new skills needed to complete more complex tasks for stage 4 English. Students have worked diligently throughout Term One, focusing on character archetypes, traditional fairy tales and fractured fairy tales.

**Year 8**

Students this term were immersed in the world of myths and legends. Students have had the opportunity to explore a variety of diverse cultures, both ancient and modern. To demonstrate what they have learnt, students were asked to create a profile poster of a mythical character of their choice. This task allowed the students to think creatively and build up their research skills. We are ecstatic at how engaged students were with this task and are impressed with the fantastic work produced.

**Year 9**

Year 9 students have increased their understanding of the horror genre by reading a number of horror stories. They have worked on targeted reading skills such as inferential reading and a variety of language features including persuasive language devices. Delving into the ghastly world of Horror has seen some students develop a creative flair in the genre. Students were very excited to participate in kinaesthetic learning tasks and many are still left wondering if the buckets of body parts in their classrooms were real.

**Year 10**

Students in Year 10 completed a close study of the film 'Gran Torino'. They learnt about feature articles and explored the concept of heroes and villains. Students developed their writing and analytical skills in the Feature Article Assessment Task. In this task students were required to create an original and in depth feature article focusing on key themes in Gran Torino. Overall, teachers were impressed with the standard of the feature articles.

**Year 11**

The Preliminary Year 11 Advanced and Standard English course serves as an introduction to the rigours of senior study. Advanced and Standard English students have worked diligently throughout Term One on the Preliminary Course Area of Study, Bruce Dawe's Poetry. Students have explored the ways in which the concept of the war is considered and expressed in and through Bruce Dawe's poetry. They have examined the relationships between language and text and how Dawe has used language to communicate ideas about war.

This semester in English Studies, Year 11 students studied the worlds of education, careers and community. Students developed their writing, communication and interview skills through studying a variety of different work placement documents and videos highlighting what is best practice in the worlds of education, careers and community. Year 11 Studies next unit will be The Big Screen: English in Film Making. Students will focus on writing their own film reviews.

**Year 12**

Year 12 Advanced and Standard English classes are in the process of completing their current modules of study and have completed their second HSC assessment task. Students should be taking advantage of the school break to revise their studies of '*Discovery*' and put into place suggestions for improvement (in written work) from their class teachers as well as preparing for the third HSC module of study; for the Advanced English students, that will be **Module C:** *Comparative Study of*

*Texts and Context*; Nineteen Eighty-Four paired with Metropolis and for the students of Standard English, that will be **Module A**: *Distinctively Visual;* The Shoe Horn Sonata by J Misto.

It is imperative that all HSC students should be reading and re-reading their set texts at home. Their success in the HSC English examination is dependent on their knowledge of the text and being able to answer questions about that text set by the Board of Studies. Students should be undertaking a regular home study program to ensure their success in the next round of Assessment Tasks.

Year 12 English Studies this term worked on Australian Culture and Identity. They have participated in a range of activities, including cooking traditional ANZAC biscuits. Some students were able to eat vegemite for the very first time.

## Extra-Curricular Activities

There are many opportunities for your son to extend himself in extra-curricular activities: debating; newspaper; writing competitions; and drama activities. If he is interested, he should make enquiries at the English staffroom.

**Theatre Sports**

This term has seen the emergence of a theatre sports group. On Thursday afternoons, a select group of year 10 students gather, with Miss Juchau, to learn improvisation, comedic timing and group devising skills. The group put these skills into action through experimenting with theatre sports games, to eventually compete at the Schools Theatre Sports Competition. We look forward to seeing the boys perform live on stage and represent Granville Boys High School in the near future.

**Respect, Understanding and Acceptance Conference**

On Tuesday the 8th of March a group of year 9 students attended a conference at Randwick TAFE. The conference was an outstanding showcase of the students' religious values as well as the GBHS values of inclusion and respect for diversity. Congratulations to Amaan Khan, Abaan Khan, Hassan Taher, Ahmed Akkouch, Zachariah Shublaq, Bilal Abdelkafi and Zafir Ali, who did an outstanding presentation.

Please ensure that your son has his diary, an exercise book and other necessary equipment – pens, pencils, ruler, eraser, pencil sharpener –at the beginning of next term and every day for use in his English class.

We would like to wish everybody a pleasant, safe and productive holiday.

## LEARNING SERVICES REPORT

### Ms Adderley

Learning and Support Teacher have been testing students. Many students have been placed in intensive reading groups in order to help with their reading decoding, reading comprehension and vocabulary. Ms Das the ESL teacher has got around to meet all the new English as Second Language (ESL) students. She will be assisting ESL students in the classroom. Mr Hones is working three days a week this year. We will be arranging Individual Education Plan meeting with students and parents throughout this semester.

Ms Cullenward and I have meet with many of the year 9 parents and student in order to explain the academic requirements and what they need to do outside of the classroom. While it is only the beginning of the year it is very important to set up a study schedule early on. This will help students get into a good educational routine. Research has shown that the most effective way to improved reading and comprehension is through reading. Each student should be participating in at least 30 minutes reading a day. The best thing to read is fiction as it engages in language in a different way to what is found in factual texts and helps students gain a diverse vocabulary. good idea if parents can sit with

Students in years 7 and 8 should be doing at least 30 to 60 minutes study each night on top of their homework and reading. Student in years 9 and 11 should be doing at least 1.30 to 2 hours a night and year 11 and 12 students should be doing at least three hour.

This term there is a focus on NAPLAN for students in years 7 and 9. There are many resources available to help students improve their numeracy and literacy skills for NAPLAN.

The library is hosting a Macquarie University Pacific Islander Program (Coordinated by Miss Havea from TAS), volunteers come from the university to work with students. Everyone seems to be enjoying the program.

Ms Love is co-ordinating Homework club for this year it is running on Monday from 3pm till 4pm and Ms McLean is running homework club Wednesday from 3pm till 4pm. It remains very popular with both senior and junior student particularly as the university tutors turn up. Senior students have a private study session 1.00 to 2.30 on Tuesday where tutors are also available.

Please remember the Learning Services Faculty is here to support your son. If you are worried about your sons learning please feel free to myself or another faculty member.

## CAREERS REPORT

### Ms Bailey-Marsman

**Current Career and Transition News**

I'd like to say welcome back to another busy year.

**Year 12**

We are slowly gaining momentum here with students discussing post-school options. Workshops on applications for TAFE, University, Private colleges and Employment Agencies will begin midterm 2. Students will be issued practise forms so that they will be fully aware of what is required of them to apply for entry into what they choose to do.

A reminder that homework club, Monday and Wednesday afternoons from 3-4pm and Tuesday study times in the library from 1:00-2:30pm, students have access to free university Tutors to assist them with assessments and class work.

Students in the FastForward Program attended the Year 12 Conference run by Western Sydney University. The theme for the conference was "What's After Year 12" and students attended exciting workshops relating to their interests.

**Year 10**

Students have had the opportunity of completing one week work experience during this term and this will continue into Term 2. This is to assist students with making decisions about what subjects they may need to choose for their Higher School Certificate. For this process students have had a letter sent home explaining the change to the work experience prom for 2016. This was to be signed and returned to me. Then once students had decided when they would go out they got a notice to take around to their class teachers to sign. Students have been up to date with all their subjects to be able to go out the week they have chosen. They must not have any outstanding work due. Once this has been signed by their class teachers, Year advisor and Year Deputy they return the form to me and I issue them with their student, Parent and Host employer forms. These must be completed and signed and returned to me .Then students complete a Work Ready Session. Once all these steps have been completed the student will go out to work experience.

**Year 9**

Selected students have been welcomed by the Western Sydney University into their Fast Forward Program. This is to assist students in developing an understanding of how to plan for their future career choices and necessary steps to achieve them.

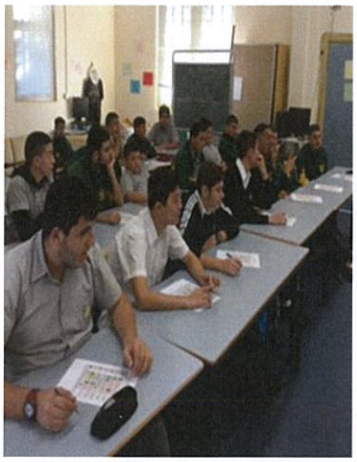
**White Card course**

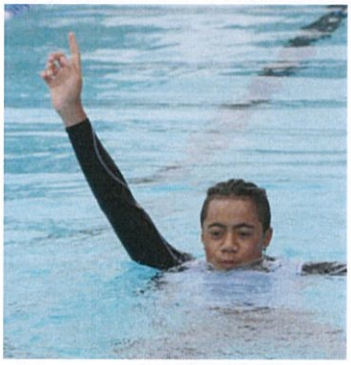
This term students from year 11 to year 9 have successfully participated in our first White Card course for 2016. The students spent a day with Javed, a trainer from TCP, learning about the importance of safety on the work site. They worked in small groups to complete activities and then sat an exam. All students received and certificate at the end of the day and receive their White Cards in the mail shortly.

**Work Shops**

In the library during recess and lunch students have been working at completing or up-dating their resumes, applying online for jobs or completing their online TAX file application. It has been great seeing students take responsibility for their first steps towards a career or first part-time job.

**SCHOOL RESUMES**
**Wednesday 27/04/2016**
**Download the Granville Boys High School app to stay up to date with all the latest information.**





# Burwood Girls High School
## Centre of Excellence

Queen Street
Croydon NSW 2132

P +61 2 9747 3355
F +61 2 9744 2797

burwoodg-h.school@det.nsw.edu.au
http://web3.burwoodg-h.schools.nsw.edu.au

Linda O'Brien, Principal
Granville Boys High School
14 Mary Street
GRANVILLE NSW 2142

Dear Linda,

Burwood Girls High School would like to thank you for helping to ensure the success of our charity fundraising activities on International Day, 17 March 2016.

The performance from your Pacific Islander students was greatly appreciated and enjoyed by students, staff and visitors. Please pass on our thanks to Don Hones and Kehe Sione Liutai for accompanying these students.

Approximately $9500 was raised which will help in our continued support of education projects in India, Samoa, Cambodia and Bali and programs such as Days for Girls.

We look forward to an ongoing association with you.

Yours sincerely

Mia Kumar
**Principal**
21 March 2016

Greatly appreciated!

*2016 International Day Celebrations at Burwood Girls High School – thank you!*