

Terrigal High School NEWSLETTER

Featured artwork by Shylah M (Yr 11)

No.33, Term 3, September 2020

Principal's Report

School Leaders

Our 2020 School Captains have shown their leadership as the voice of all students during the turbulent times we have faced this year. I would like the school community to know how I have respected your leadership and the guidance you have provided peers this year.

Hopefully our 2021 School leaders will not have to face the same situations as you have. Congratulations to the 2021 leadership team, the Captains and SRC. I look forward to 2021 and your leadership as the voice of the students.

HSC Exams and Graduation

Last Friday the Department of Education released updated guidelines for Year 12, 2020. This has significantly impacted our plans to celebrate the end of school life for this Year's Year 12. We want to ensure the resilience and determination shown by this group is formally recognised. Mr Spence and Mr Montgomery have done an amazing job of collecting feedback from students and parents and sourcing appropriate venues and ensuring we remain COVID safe. At this stage we can confirm the graduation will be held on Thursday 12th November during the afternoon and the formal will be on the same day as was previously planned, Tuesday 17th November. The number of parents/carers per student is limited to 2 at the graduation and as soon as the venue is finalised we will advise Year 12 and their parents/carers. We have successfully secured the Crowne Plaza for the formal and the restrictions allow Year 12 students and some teachers to attend. Dancing will be allowed at the formal.

I would like to thank the school community for their understanding during this time as we manage the many changes and ensure the school complies with NSW Department of Health regulations and guidelines.

Hot Off the Press!

The THS Visual Arts teachers have been nominated as "Best in Class" for placing in the top 5% of the state for the written component of the HSC examination 2016 – 2019. Congratulations to Ms Green and her team, Ms Middleby. Ms Prince, Ms Fuentes and Ms Wright for your teamwork, skill and dedication to the students.

Mrs Turik
Principal

2021 School Leaders

Congratulations to our newly elected 2021 Year 12 Leadership Team. We welcome School Captain's Allanah P and Cameron W, Vice Captain's Imogen H and Tex A, Ambassador for the Environment Holly A and elected representatives of the AECG Abbey D and Brooklyn T. We look forward to their leadership beginning in Term 4.



Mrs Rankin
SRC Coordinator

Visit from the Director

Terrigal High was visited by Mr Tim McCallum, the Department's Executive Director for Regional North and was given a very special and traditional welcome by our Aboriginal students, the Dance and didge team and the SRC.

As is customary Mr McCallum, being a new visitor, was challenged by Bruce Waia and had to state his business here. Bruce was assisted by Dion L, Ethan D and Arison L who stood guard until Tim's intentions were known. After that he was welcomed to the school by the Dance and Didge group who performed the Welcome Dance and the Hawk Dance, the latter honouring the protector of children. The SRC escorted the Director through the grounds and were a credit to our school. Well done everyone.



The Dance and Didge group welcome Mr McCallum.

This is the first time that our new Learning Circle has been officially used and is soon to be officially opened. The circle is a product of the hard work of all the Aboriginal community in our school. Our student put countless hours into its construction and maintenance. Well done THS.

Ms Terry
Teacher (PDHPE)

Max Potential Program

A massive congratulations to Cameron W of Year 11 who has just successfully completed the Max Potential Program. This program is an innovative leadership development program that is one Australia's longest-running youth development programs. Over five months, Cameron engaged in one-on-one coaching, experiential workshops and was responsible for the creation and delivery of a community service project aimed at making a difference in our local community. Cameron developed an app called 'My Life' that is aimed at connecting communities through the COVID19 pandemic.



The boys stand guard, waiting for the all clear. The SRC are in attendance.



Bruce shows Mr McCallum, Mrs Turik and the SRC to their seats.

YEAR 7 Visual Arts

Maggi F in Year 12 explains to Year 7 students what is involved in doing the HSC when you are a Visual Arts student.



Year 7 students have been learning about Aboriginal art and culture in their Visual Arts classes. Bruce our Aboriginal consultant has been teaching students about the significance of symbols in Aboriginal Dot painting. I am very impressed with the hard work students have been dedicating to their painting as creating this type of art requires hours of patience as well as skill in selecting colours and applying the paint.



Ms Green
Head Teacher (CAPA)

YEAR 8 Rumbalara Incursion

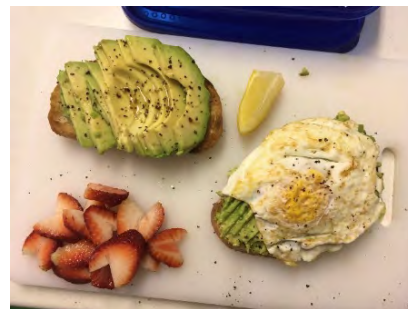
Students from the Year 8 Passion Project, Sustainable Coasts, recently took part in an incursion facilitated by Rumbalara Environmental Education Centre. Students participated in a variety of workshops related to their new passion project. Students undertook microplastic surveys, water quality testing and habitat surveys. These workshops were aimed at increasing students understanding of environmental issues facing their local area. A good day was had by all and we thank Christine for her time.



Mr Staniford
Teacher (Science)

Technology Mandatory (Food)

Some of the Year 8 Technology Mandatory students have been researching healthy eating for adolescents. As part of their research they each designed and prepared a school day menu that could fit in a lunchbox and provide the nutrition for a hungry teenager.



Mrs Turner
Head Teacher (TAS)

YEAR 9 Visual Arts

Year 9 Visual Arts have started their "Charcoal Teacher portraits with an artist twist" where they select, interview and produce preliminary sketches of one of their teachers in preparation for a finished charcoal portrait. The finished portrait will reflect the personality and narratives of their subject as well a reference to a famous artist throughout history. We will be displaying these portraits at the start of Term 4 where they will be judged and an award and prize given to the winning student.



Ms Prince
Teacher (CAPA)

YEAR 10 ILLUMINATE NEXTGEN BUSINESS CHALLENGE

Coming Soon!
Term 4 Week 7 (November 23 – 27)

You may have heard of this wonderful event that our school has run for the past three years for Year 10 and we intend to do so again this year for our current Year 10 students, albeit in a slightly altered format due to COVID19.

All students will learn the basics of starting their own business and they will be required to develop a business idea aligned to a theme. In teams, they will be required to produce real world business documents, including business plans, financial forecasts, idea pitches and marketing collateral and they will also be involved in a number of smaller, fun and very useful challenges along the way. Deadlines will have to be met and points awarded to teams for each submission and challenge.

Expert support will be provided throughout, while content is taught and assessed by business and community leaders who have agreed to donate their time to mentor our students, albeit, via ZOOM due to the COVID restrictions on school visitation. Not only will students learn about important entrepreneurial and business skills, they will also learn more about useful life skills including stress and team management, independent learning, budgeting, planning and time management/prioritisation, meeting deadlines, innovative and creative thinking and public speaking. This challenge and the skills that will be developed throughout the week, should have a lasting impact on students, not only for Year 11 and Year 12, but also post-school education and for their working lives. Accordingly, we ask for your cooperation, to ensure your child attends school as usual, every day of this challenge.

Students must attend all five days and will be carefully placed into one of 20 teams each of 7-8 students. These will not be based on friendship groups. Due to COVID, it is unlikely that the Friday evening Awards Ceremony will proceed as it has done so in previous years, although we will have this ceremony the following week during Year Assembly.

Ms Massie
Teacher (HSIE)

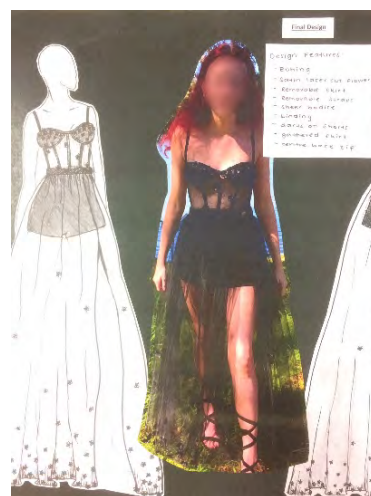
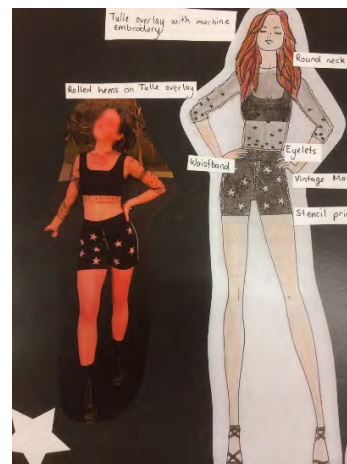
YEAR 10 Photography

Students have been busy creating Frankenstein films this term. They have been learning about German Expressionism and the influence of the World Wars on the film industry. Students have also learnt new skills in using a green screen, studio lighting, smoke machine operation and camera craft.

They will be busy editing their footage and music to create their films which can be viewed on the school website when completed.



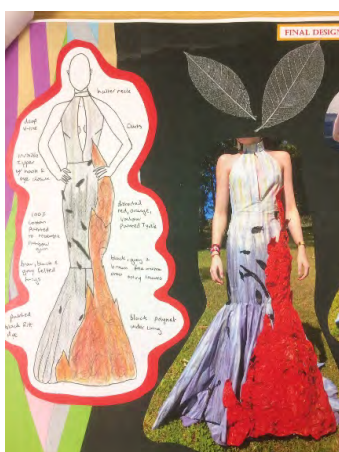
Ms Green
Head Teacher (CAPA)



YEAR 12 Major Works

Textiles & Design

After a dedicated year of designing, planning and sewing, finishing off with a couple of intense final weeks, the Year 12 Textiles students completed their amazing outfits and pieces. Here are just a few pages from some of the students amazing support documentation, their beautifully themed and laid out portfolios. Big thank you to the dedication of the students and their teacher, Mrs Ferguson.



Mrs Turner
Head Teacher (TAS)

Industrial Technology (Timber)



Harvey S - Wall mounted Drinks Cabinet



Nelson T - Timber wall clock with woodturning, laminating & steam bending



Sebastian E - Entertainment Unit



Riley J - Bar Table with 4 stools



Keaton P - Entertainment Unit



Gus C - Traditional side table



Alfie T - London Telephone Box inspired Drinks Cabinet

Mr McMartin
Teacher (TAS)

YEAR 12

Food Technology

Year 12 Food Technology students put their knowledge of the food product development process into practice when they developed, prepared and presented a new food product. The design brief was to develop and package a new snack food that used an existing food product as its key ingredient. A highlight of the process was allowing a group of teachers to act as a taste test panel and complete a sensory evaluation of their products. Here are a few of the new food products developed and the tasting panel.



	EXCELLENT	GOOD	POOR
Visual Appeal	2	2	1
Taste	2	2	1
Texture	2	2	1
Portion Size	2	2	1
Ingredients	2	2	1

Any general comments, suggested adjustments?

I LOVED THIS! THE BIX WAS HANDSOME WITH A LOVELY TEXTURE. GREAT BALANCE OF THE SOFT WHEAT AND CHEWY CARAMEL.

Would you purchase this product for yourself, why/why not?

YES! DELICIOUS. WOULD LOVE TO TAKE IT TO WORK FOR RECESS.

2. Package Evaluation

- The package is suitable for the product.
- The picture on the package is visually appealing.
- The picture on the package resembles the product.
- The product is - under packaged
- over packaged
- All labelling information is clear/easy to read.
- The storage instructions are clear.

Additional comments on packaging?

VERY IMPRESSIVE. PROFESSIONAL APPEARING, EFFECTIVE USE OF FONT AND COLOUR.

3. Marketing Aspects

- How much would you expect to pay for this product - a package of four single serve snack foods?

\$4

Thank you for taking the time to evaluate our new food products from the Food Tech class of 2020.

Page 8

Mrs Ferguson
Teacher (TAS)

Construction

This term the VET Construction students demonstrated their competency with a practical assessment task that simulated a common industry experience.

The boys dug out, formed up, and poured a concrete slab at the entry gates to the school that will accommodate some new racks for much needed bicycle parking.

The successful crew of workers included Harry B, Seb E, Micah L, Keaton P, Harvey S, Alfie T and Nelson T. Congratulations to the boys on a job well done, and a big thank you from the bicycle riders in the school.



Mr Holmes
Teacher (TAS & VET)

WIN – Writing Improvement Now – Term 3 2020 Winners

We are back on track. This term has witnessed the return of the WIN program. Being at school has allowed teachers to collaborate and decide on their best writers for each faculty. The focus on writing across Terrigal High School is very important to all teachers. Each term, samples of writing are collected in each classroom and teachers are asked to nominate entries for the WIN program awards. Entries are judged across the junior classes in the school. All WIN entries are reviewed for their ability to address the question asked, their cohesion, accurate sentence structure, spelling, punctuation and grammar.

The Term 3 winners are: Paige P (Yr 7) Xarthe M (Yr 8), Keira E (Yr 9) and Elise G (Yr 10). A short excerpt from each of the student's work reveals the high quality of writing produced.

Year 7 – Paige P (Geography)

Governments can help to protect mountains by setting population limits, to give the soil a slow and steady regeneration period. Governments can also establish information and environmental centres to teach people about mountains so they can know what to do around the delicate areas and what places to avoid. Other organisations, school and individuals can also do something to protect mountains. They can provide funds to help regenerate the land, avoid the preserved areas and much more. Some management strategies governments can put in place are preservation, temporarily banning any human and animal interaction, conservation, limiting the human interaction, and ecotourism, using the land for 'entertainment' purposes, (safaris, tours and potentially zoos). Mountains are important and need to be protected because they can help people do lots of thing to improve their community.

Year 8 – Xarthe M (Geography)

The ecological importance of the Great Artesian Basin (GAB) is important to sustain life. The natural springs that appear around the GAB are home to over 20 rare species, such as the Yellow Chat Bird and Elizabeth Springs Goby Fish, that are not found anywhere else in the world. These species are unique to the GAB and wouldn't exist if the GAB was never formed all those years ago. Another example of the ecological significance is to keep rivers flowing. Water from the GAB will seep into the natural river systems surrounding it, keeping the river flowing even during great droughts.

Year 9 – Keira E (History)

Coal was a powerful fuel source, making it essential to the Industrial Revolution and it was readily available for the British Empire, and later on contributed to the many new inventions that were part of the Industrial Revolution. Luckily for Britain, coal was cheap and abundant and coal deposits were shallow, making it easier to mine. Coal was very common, and along with other minerals like iron, it was often just found under grass or near the sea, which allowed furthermore, Britain's strong navy to carry the coal cheaply to markets. However, Britain did run into a problem with its coal extraction; deeper mines were prone to flooding. The steam engine created by Thomas Newcomen to fix the problem of flooding mines worked well but was highly inefficient as it required tonnes of coal. Therefore, James Watts, a self-taught scientist, was able to improve the steam engine which then had multiple purposes in factories.

Year 10 – Elise G (Dance)

The dance, 'Little Red Rooster' successfully depicts how men are always eager to impress women. The dance illustrates the power struggle between men and women. 'Little Red Rooster' begins with a male dancer expressing his confidence by using the front of the stage and performing the 'rooster strut'. The 'rooster strut' is one of the many rooster mocking movements that is used as a motif throughout the performance. The 'wing flapping chicken jump' is another movement that imitates a rooster. In this movement the male dancer does a high jump with his back arched and legs bent back towards his head to create the shape of a rooster. The dancer's arms are also out to the side to imitate wings. These rooster mocking movements help to convey the male's cockiness and dominance.

Seasons for Growth

CHILDREN & YOUNG PEOPLE'S PROGRAM



Seasons
for Growth®

An innovative grief and loss program that uses the imagery of the seasons to illustrate the experience of grief.

The program was first developed 20 years ago and has been revised and updated to incorporate new evidence and ensure that it continues to provide relevant and valuable experience for participants.

It does not provide counselling or therapy.



What does it do?

Seasons for Growth aims to strengthen the social and emotional wellbeing of children and young people (aged 6-18) who are dealing with significant life changes by:

- Exploring the impact of the change and loss on everyday life
- Learning new ways to respond to these changes

Who is it for?

Anyone who is living with the effects of change and loss. Many factors can cause change such as:

- Friends can come and go
- Loss of someone or something you love
- Parents and families separate
- Moving to a new place
- Impact of illness
- Family work-life changes

Change affects everyone differently, as does grief. It's the impact of the change, not the event itself that *Seasons for Growth* focuses on.

We suggest that anyone affected by bereavement wait 6-12 months before participating in a *Seasons for Growth* program.

How does it work?

Seasons for Growth is a small group program that combines psychology and education with peer support, within a person centred learning approach. It uses the metaphor of the seasons to explore the cyclic nature of grief, and is underpinned by William Worden's tasks of grieving. The Children and Young People's program contains developmentally appropriate discussions and activities. *Seasons for Growth* normalises participants' experiences, and can increase protective factors (including building personal resilience and social skills) while minimising some risk factors (including isolation) that influence mental health and wellbeing. The program also supports the development of communication, decision making and problem solving skills.

How is it delivered?

The Program is run over 8 sessions with small groups of 4-7 participants and is facilitated by trained adult "Companions". The participants are provided with a safe space to learn, share and reflect and are supported by richly illustrated participant journals. Companions may be school staff, agency staff, endorsed parent volunteers or other suitable adults who have undertaken a two-day training workshop and receive a subsequent accreditation for Good Grief Ltd to deliver the program.

Outcomes

Seasons for Growth provides the support and space for children and young people to:

- **Learn** about how different people respond to change, loss and grief
- **Understand** that it is normal to experience a range of grief reactions
- **Explore** new approaches to dealing with change, loss and grief in their lives
- **Build** communication, decision making and problem solving skills
- **Participate** in a supportive network of peers and adults
- **Integrate** their new learning into their relationships with family, friends and others

Evidence

Seasons for Growth has been evaluated extensively over the last 15 years. The most recent evaluation was conducted by Southern Cross University in 2010 and concluded that the *Seasons for Growth* Program:

- Builds understanding and skills
- Improves participants' emotional wellbeing
- Enables participants to express their views, thoughts and feelings
- Strengthens participants' social and support networks.

The complete Southern Cross University Evaluation is available at www.goodgrief.org.au/research

The *Seasons for Growth* Children and Young People's Program has a 4 Star rating in the Mind Matters Program Evidence of Effectiveness Ranking: [read more](#)

The *Seasons for Growth* Children and Young People's Program is now listed with the Australian Government, Child Family Community Australia website as an evidence based program.