



LAWSON'S LATEST

THE HENRY LAWSON HIGH SCHOOL

4 MAY 2018 TERM 2 ISSUE 1

After spending a year with Mr Scott Hansen, Director General, Department of Primary Industries, Thimbull has returned to The Henry Lawson High School ready to share her knowledge with our 2018 *Yettobenamed* Archibull. We look forward to witnessing *Yettobenamed* transform from blank canvas to masterpiece.



ATHLETICS CARNIVAL

With our athletics carnival run and won, congratulations to our winning house, McCabe, and our age champions. Records also fell. Congratulations to Annie Armstrong who broke the 13 years girls discus with a throw of 25.00m (previous record was held by Grace Best 22.29m 2009) and the men from McCabe who broke the mens 19 & under 4x100 metre relay in 51.72 (previous record was also held by McCabe 51.90 2017).

Age

13 Years
14 Years
15 Years
16 Years
Opens

Girls

Taylor Keppie
Anna Hunt
Faith White
Tara Schaefer
Zoe Gavin

Boys

Harrison Keppie and Benji Reid
Dylan Mehrton
George Mitton
Tom Robinson
Frazer Ryder



CHALLENGE, ENCOURAGE, ACHIEVE

Principal Report

Welcome back to THLHS for another great term of learning and fun. I hope students had a good break and are recharged, ready to participate and do their best. The staff is ready; are you ready for a great term?

Tuesday was the first day back for students and they jumped straight into learning. Frazer showed me his feedback and learning from his Year 12 IPT half yearly exam. Matt Gault talked me through his English composition assessment task on refugees. Year 9 were learning about the causes of World War I. Nick Dun and Year 8 were playing multi-sports in the hall for PE. Josh Carpenter and Harrison Starr discussed the composition of atoms and showed me how it should all add up (neutron, protons and electrons) in Science. Andrew Knight and Year 11 agriculture were discussing farm systems diagrams and the input, processes and output requirements ready for their farm case study. The student teacher Hannah Cartwright gave me a quick explanation of the five stages of the production processes in Year 11 business studies. Logan Amezdroz, in ancient history, was imagining life during Ancient Egyptian times including his role in the community, life and housing. All great stuff to learn about.

ANZAC Day

Thank you to all staff and students that represented our school and community to remember current and past servicemen and women during the local ANZAC day services. I am always very proud of our students, especially our captains, who spoke so wonderfully well at both the dawn and main services. The school was very well represented at the ANZAC day march and it's great to see the students marching proud and representing the many people who have made tremendous sacrifices to maintain our ideals.



Athletics carnival

What an enjoyable day our athletics carnival was on the last day of term 1. The weather was a little bit cooler, the clouds kept the sun off our backs for most of the day and a much needed shower arrived at the end of day. Well done to all the students that participated in events and enjoyed challenging themselves during the many field and track events to do a little better than last year. Thank you to staff and especially Mr Barclay for organising the carnival. Well done to McCabe for being the champion athletics house for 2018 and to the students who qualified for the Western region carnival later this year. Also, thank you to the many parents that attended the day and helped make the carnival a great success. P&C BBQ is always a favourite for the students and principal!

What do you want to do after leaving school?

What a great question and it's not one students need to answer right now. School leavers will have many jobs after leaving school, in fact, more than half our students will change careers or find new training opportunities within the first 12 months after leaving school. What's important is learning about the many and various types of jobs, opportunities and careers and also maintaining a flexible and open mind towards career changes. Years 7 and 9 visited the Young Careers Expo at Young High

School and Young TAFE on Monday. The experience allowed students to hear firsthand about many different career opportunities available from local employers, defence and emergency services, plus the students explored the TAFE and viewed the many course options and training available. What a vast experience for our junior students and hopefully one that will help them in the future. Thank you to Ms McCulloch, Ms Crossley and Mr McKnight for organising and assisting with the trip.



Tertiary Awareness Day

Years 11 and 12 attended the Forbes Tertiary Awareness Day last Wednesday. The day is run by the University Admissions Centre (UAC) community engagement team who provide information about applying for tertiary study and answer questions about the ATAR, HSC subject choices, adjustment factors and selection processes. I'm sure the day helped the students gain a lot of new information about applying for further studies.

Staff development day

To ensure all students are safe and cared for all teachers completed CPR training on Monday as part of our staff development day. Literacy and numeracy was also on the agenda for good reason. We focus on literacy and numeracy because students with sound literacy and numeracy skills are more likely to stay at school, complete their HSC and continue to tertiary education. Sound skills in literacy and numeracy also makes all other learning easier. Better learners, better outcomes. For the last part of the day our staff teams continued working on student well-being, school assessment practices and student learning projects. We have already introduced changes in these areas and over the next 12 – 24 months students and parents will continue to see new expectations and changes to improve the learning and experiences here at THLHS. Thank you to staff for a great day of learning.

How can you help your child to learn!

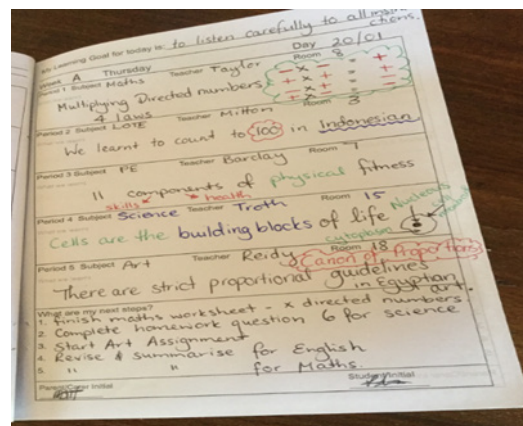
Showing interest and learning with your student is important. Communication with the school is important. Here is a way we can work together: at 2:55pm each Monday to Thursday students attend Learning Across the School (LATS). As part of this, each student has a learning diary (some students have chosen to use a digital diary) and is expected to write the key learning point for each lesson in the day and what their next steps will be. This is not easy for many of our students and requires them to understand the learning intention of each lesson. The reason we do this is because student self-regulation and high expectation are two areas that have a strong influence on student learning. So, how can you help? Each day, ask your student to talk you through what they learnt that day. What is not helpful is a student simply saying 'in science we boiled water'; we want them to say what they learnt – in this example, it is the methods of heat transfer: conduction, convection and radiation. Boiling the water was a demonstration of convection.

Principal Report cont.

The image in the right shows what a good LATS diary entry looks like:

A HOW2Learn learning habit is making links. We make links to improve our understanding and the retention of information. One way to do this is by relating what the student has learnt each day to what you know and your experiences as a parent. This will help to build connections for the student. Please take 10 minutes every day to be part of your student's learning.

Have a great week – Ian Pattingale



Where are they now? Alex Carney - 2014

During high school I primarily played Rugby union and cricket. I thoroughly enjoyed myself in each and gained invaluable friendships along the way. Through these sports I learnt a lot about mental toughness and team work, attributes I value to this day.

My favourite subjects at school would have to have been PE and PASS, although a close second was biology. The content was really interesting to me in the classes, I think I enjoyed the practical side of things as it involved integrating what we'd learnt into reality.

My favourite memories mostly involve mucking around in some sort of way, although placing second at nationals for science and engineering was an awesome experience.

Currently I'm undertaking my honours year in exercise science (I complete research into the exercise science field; laboratory work and thesis' and stuff) in conjunction with an internship at Cycling New South Wales. I'm working as a strength and conditioning coach at Bathurst Strength and Conditioning and work casually as a gym supervisor for Charles Sturt University, while on the Sports Council for CSU. I am also in my third year of internship for the Western Region Academy of Sport as a strength and conditioning coach for the high performance athletes in the program.

I ended up in this position through gaining early entry into a Bachelor of Exercise Science at CSU Bathurst, where I endeavoured to try everything I could; through "having a go" at everything I ended up with my internships and work.

My career highlights include graduating last year and all the work I've been involved with in strength and conditioning, as well as all the experience in research I've gained over the past few years.

My advice would be to make as many mistakes as you possibly can; I've learnt so much from my failures. As I've gone through uni there's an endless list of things which I've attempted to do well and have fallen flat on my face, yet there's also a lot of things I've done which I'm proud of (bit of a shorter list). Do as many things as you can which you might be good at/do well at/accomplish something; the vast majority of my accomplishments started with me not really keen on doing them. In terms of studying, I wish I took some initiative and got organised during high school and dedicated time to revising content and completing assignments earlier than the night before. It's been a steep learning curve to adjust to organising my study and time, so I regret not trying a bit harder in high school. But I think I'm a good example to those who may not think they can accomplish what they want; I ended up with an ATAR of 48 and not a lot of prospects at the end of Year 12.

Two quotes always help me no matter what I'm doing:

If you do what you've always done, you'll get what you've always gotten.

If it's important to you you'll find a way, If not, you'll find an excuse.





Melissa Causer is in her third year of a nursing degree at CSU Wagga Wagga. Melissa was successful in her application for financial assistance and has used her scholarship to purchase textbooks, uniforms and accommodation.

I really appreciate the assistance of the CEF and feel less stressed about the financial difficulties university can bring.

Congratulations Melissa and good luck with the remainder of your studies.

Would you like to have *Lawson's Latest* emailed to you?

Please contact the office with your email address or email the school at henrylawso-h.school@det.nsw.edu.au to be added to our mailing list.

Have you downloaded our school app? Search **The Henry Lawson High School** on the iTunes or Google Play stores and download - it's free!



School contribution and subject fees

Families will soon receive their notice of school contributions and subject fees for 2018.

It is now possible for parents to make online payments to the school for amounts owing for students via a secure payment page hosted by Westpac. Payments can be made using either a Visa or MasterCard credit or debit card. The payment page is accessed from the front page of the school's website www.henrylawso-h.schools.nsw.edu.au by selecting **\$ Make a payment** and follow the prompts. **Other** is used to make a complete payment of a family Statement of Account.

When you access the **\$ Make a payment** you must enter:

- the student's name, and
- class and reference number OR
- the student's name, and
- date of birth.

These details are entered each time you make a payment as student information is not held within the payment system. This is a secure payment system hosted by Westpac to ensure that your credit/debit card details are captured in a secure manner. These details are not passed back to the school.

Details of the payments are passed daily to the school where they will be receipted against your child's account. As a receipt has been issued from the payment page a further receipt will not be issued by the school.

Alternatively, payments can be made at the office by cash or cheque. The Henry Lawson High School does not have over the counter credit card facilities.

If you wish to arrange a payment plan, please contact the school.

This is a user friendly payment option that is available 24 hours a day, 7 days a week. For more information on fees or the online payment method, please contact the school.

Attention students/parents/carers Years 10 and 11

Meningococcal Vaccination

NSW Health will visit the school on the morning of Thursday 10 May (week 2) to vaccinate all years 10 and 11 students against meningococcal disease.

Information packs have been sent home with students. Please read, sign consent, and return to the school office ASAP.

STUDY SKILLS HANDBOOK

What do you do when you get a disappointing assignment mark?

We all have times when we think we have done brilliantly then get an assignment back and are really disappointed instead. You could just feel really bad, or you could try these steps:

1. REVIEW AND UNDERSTAND

The first step is to work through the feedback and work out what went wrong.

- Did you not meet the criteria?
- What feedback were you given from the teacher?
- Do you understand the feedback?
- Can you work out why you got the mark you did?

If you don't understand why you got the mark you did, it is **ESSENTIAL** you ask your teacher for further clarification. Otherwise you will keep making the same mistakes.

2. CHALLENGE OR ACCEPT

Once you understand what the issue was, you can either accept it, or challenge it.

ACCEPT: If you feel now that the mark was actually fair enough, then it is time to move on. There is no point beating yourself up anymore about your disappointing mark.

Instead you need to treat this as a learning process, the people who are most successful in life don't let their mistakes get them down, they see them as a learning opportunity where they can improve and make sure it doesn't happen again.

However, if you really think your mark was unfair and you had met all of the criteria, you can talk to your teacher and politely explain your point of view and ask if they would reconsider your mark.

3. LEARN AND CHANGE

The only way to improve, is to work out what you did wrong, then try and fix it. It is actually a really good idea to re-do part of the work and re-submit. Not everyone has the commitment to do this, but if you do - then wow - you will really see the benefit in your results. It might just be a case of re-doing a section of the assignment and asking your teacher to review it.

But if you don't have another go, you won't know whether or not you have really taken the feedback on board. Some students let a bad mark get them down and start to think they are not capable of succeeding, so they don't try to address the issue, make similar mistakes again and just feel worse. Don't be that sort of person! Learn from what you have done and have another try.

Another good thing you can do is to ask to see other students' work who received top grades for their assignments - to evaluate what was missing in yours or how you could improve yours next time.

It would also be a great idea for your next assignment to show your teacher a plan, or a draft early on, explaining how you think you've met the criteria, and seek feedback well **BEFORE** handing it in.



You might also like to visit the **Assignment Skills** unit at www.studyskillshandbook.com.au for some more ideas on approaching assignments.

Our school's subscription details are -

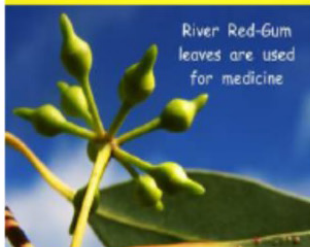
Username: THLHS

Password: 49success


Philip Green presents


Stone
Axe-head




River Red-Gum
leaves are used
for medicine



Face-paint



BUSH TUCKER
Emu + Quandong fruit



Aboriginal Survival Technology

Survival Artefacts

This dynamic presentation will give your students a **visual and tactile experience** of traditional technologies used by indigenous peoples across the varied environments of Australia – **deserts, mountains, rivers and sea shores.**

Philip Green has a large collection of **museum-quality artefacts** which are given out in multiple **touch-boxes** for students to examine and handle.

A National Geographic photographer, Philip will use his stunning photos in an audio-visual presentation of the native plants and wildlife used for food, clothing, medicine, shelter, weapons and art.

Naturalist Philip Green


Combining the knowledge of naturalist **David Attenborough**, the humour of **Robin Williams** and the daring of **Indiana Jones**, Philip's visit will inspire the students and fire their imaginations!

Philip has visited or lived with indigenous communities in North and Central America, New Zealand and Australia.

In his eco-safaris across Australia, Philip has visited with local Aborigines living in Kakadu wetlands, outback deserts, inland river systems and mountain forests. He has collected artefacts and inspected Aboriginal sites in every Australian state. These experiences have inspired him to produce a cultural show that gives students the opportunity to connect hands-on with the survival technologies of Australia's First People.

Philip has visited over 1200 schools across Australia presenting his range highly-acclaimed of eco-science shows.

"The whole school was carried into the wonders of the natural world – they were spellbound." Erasmus School, VIC



When: Wednesday 6 June 2018.

Cost: \$2.50.

Open to all students in Years 7 to 10.

Please pay at the office.

SOCIAL MEDIA AT THE HENRY LAWSON HIGH SCHOOL

INFORMATION FOR PARENTS FOR SCHOOL BASED USE OF SOCIAL MEDIA

The Henry Lawson High school uses FACEBOOK, Twitter, YouTube for the purpose of sharing and communicating school news and student achievement with the community, while promoting NSW DET events. All social media content is approved and monitored by a member of the school executive with the support of SASS staff, who also moderate this information to ensure that all interactions on social media meet our rules of engagement, which are published on our social media sites. All social media posts will be reviewed and removed where appropriate annually.

The rules of engagement for using social media are;

The Henry Lawson High School's Social Media Rules of Engagement

In joining our community on social media, The Henry Lawson High School follows the Department of Education Code of Conduct and social media Terms and Conditions.

Students' Facebook and YouTube Terms and Conditions state no one under the age of 13 years should have a Facebook profile or YouTube account. Therefore, any comments or 'Likes' by students under this age on The Henry Lawson High School page will be removed and if warranted users will be reported. It should also be noted that students from years 7-10 can not access YouTube through the DoE server.

Tagging or naming student photos or video

Photos or video of students are posted with reference to Department of Education publishing permission forms, completed on enrolment and other parent permission forms. For privacy and protection, please do not tag photos of children, and please do not name them in your comments. On rare occasions and with parental permission, students may be named by the school social media admin team. Tagging of parents or friends within the comment box is permitted with the understanding that all other rules of engagement are followed.

Comments policy

The Henry Lawson High School encourages interaction from social media users with the understanding that the school does not endorse comments or wall postings made by visitors to the page. We ask that visitors making comments on the page show respect for other users by ensuring discussions remains civil. The school administrators regularly monitor the site and will remove comments that don't adhere to our rule of engagement. We reserve the right to remove comments that are racist, sexist, abusive, profane, violent, obscene, spam, that advocate illegal activity, contain falsehoods or are wildly off-topic, or that libel, incite, threaten or make ad hominem attacks on The Henry Lawson High School students, employees, guests or other individuals. Comments are also subject to the platform's Terms of Use and Code of Conduct. Remember, your name and photo will be seen next to your comment, visible to all visitors to the page. We will not permit messages selling products or promoting commercial, political or other ventures. Social media encourages all users to use the "Report" links when they find abusive content.

Should information be published that a parent/guardian wishes to modify, they can contact the school on 63431390

A permission to publish form accompanies this information and provides the school with permission to publish information as specified on the form in the social media platforms discussed. Parents are advised that they can withdraw their permission at any time.

About Facebook:

Facebook allows users to set up a profile in which they provide information about themselves. Each Facebook account has a "feed" where the user can post information that includes text, images and videos. Other users can contribute comments about the post creating a conversation. Connections between users are established through sending "friend requests" or following an organisation's page.

About YouTube

YouTube is a community website that allows the sharing of video content to a wide audience. Video content is uploaded by account holders who then allow community access. Visitors to the YouTube channel may post a comment that reflects their thoughts on the video.

About Twitter:

Twitter is a social media platform that allows users to post short comments, called Tweets on issues. The Tweets are limited to 140 characters in length. Twitter posts can also contain other media.

For more information on online privacy please visit the Australian Government's eSafety office (www.esafety.gov.au)

Important information for students/parents/carers

Year 10

LOVE BiTES program

The LoVE BiTES program will be presented to Year 10 students at school on Thursday 17 May (week 3). At its core, LoVE BiTES aims to educate young people on the nature of healthy relationships dealing with issues such as sexual assault and domestic and family violence. The program, conducted in schools throughout the state, is delivered by professional health workers. LoVE BiTES will be presented in the form of two workshops, followed by another session which will consolidate the information and result in the production of student-developed artwork, inspired by the theme of prevention of violence against women. Past students have found the day to be informative and valuable.

Year 10 students do not need to wear uniform on this day, (keep in mind, you will be painting in the afternoon), but must wear closed-in shoes. Please bring your own morning tea; a sausage sizzle lunch and fruit platter will be provided at a cost of \$5.00 per person. Please pay this to the school office as soon as possible.

The program will run to about 2.45 pm. Students will attend LATS as usual.

Should you have any concerns regarding your student attending all or part of this event, please contact Margaret Lynch at the school.



**Everyone welcome at our
next P&C meeting!**

**Monday 14 at 7 pm in the
school library.**

What's on the agenda?

**Henry Lawson Festival
preparations, project updates
and keep in touch with what's
happening in your child's
school.**

LAWWEEK

In partnership with GGM, law talks will be hosted within the Grenfell Library for Law Week 2018.



Date: Tuesday 15 May.

Time: 11 am – 12 pm.

Topic: How the *Personal Properties Securities Register* will affect you in your everyday life.



Date: Wednesday 16 May.

Time: 4 – 5 pm.

Topic: Wills, powers of attorney and enduring guardians.



Date: Friday 18 May.

Time: 4 – 5 pm.

Topic: Criminal law/police powers.