

Term 2 Week 5, 2024



Georges River College Oatley Senior Campus Newsletter





Anna Girginis, Principal



Anzac Day Service

It was a privilege to attend the ANZAC services hosted by Oatley and Penshurst RSL Sub-branches. Representing our school were Aneesa, Lofitu, Ben, and Hadiah. At the ceremony, our students laid a wreath as a gesture of respect. ANZAC Day holds significant historical importance, commemorating the bravery and sacrifice of Australian and New Zealand soldiers who served during World War I. It is a day of remembrance, honouring those who fought and died for their countries.

Additionally, the school captains recited a prayer in commemoration of the fallen. This prayer holds deep reverence for the lives lost in conflict, invoking solemn reflection on their sacrifices and the enduring impact of their service on our nations.

Aneesa, Lofitu, Ben, and Hadiah did a fantastic job in representing our campus and excelled as great ambassadors of our school.





Term 2 School Development Day

On Day 1 of this term, staff at GRC Oatley engaged in a successful day of learning.

Teachers dedicated time to exploring and interacting with the current curriculum reform in NSW, accessing high-quality professional development to prepare for changes in syllabus delivery and pedagogy. It is an integral part of the work that we do for our students as we consider, plan and program the learning opportunities and tasks that our students undertake.

Additionally, our administrative staff participated in online professional learning, focusing on mental health and teamwork seminars. It was a valuable day of learning for all staff members.

Year 12 Parent Teacher Night

Parent-teacher nights serve as crucial checkpoints in a young person's academic journey. As a parent, actively engaging in these events isn't just about meeting with teachers; it's about fostering a strong partnership with the school. Maintaining a relationship with the school is paramount as it provides insights beyond the classroom. By attending these nights, parents gain invaluable knowledge about their child's progress, strengths, and areas for improvement.

Thank you to the parents who attended, it speaks volumes about your dedication to your child's education and your commitment to being an integral part of their senior schooling.

As I spoke with parents and caregivers throughout the afternoon, their feedback was very positive – complementing our staff on the way in which they educate their children. It is always great to receive positive feedback and it is a testament to the work that our teachers do and the productive partnerships with our community.

Year 11 Parent Teacher Night

Year 11 Parent teacher meetings are scheduled for Thursday 27th June, 4-7pm. More information about the night and how to book will be distributed to parents via email week 7.

National Reconciliation Week

National Reconciliation Week 9 (27 May to 3 June) invites Australians to engage with our shared histories, cultures, and achievements, fostering a deeper understanding and commitment to reconciliation.

This week commemorates two pivotal events: the 1967 referendum, which enabled the federal government to make laws for Aboriginal and Torres Strait Islander peoples and included them in the census, and the 1992 Mabo decision, which recognised Native Title and rejected the concept of terra nullius.

These milestones are foundational to Australia's reconciliation journey, encouraging reflection and action towards equality and unity.



Multicultural Week Next Week

Multicultural week is an important event on our school calendar (Week 6). During Multicultural Week, students and teachers come together to learn about different cultures, traditions, languages, and customs from around the world.

The aims of the week are:

- **Promoting Diversity and Inclusion:** It helps foster a sense of belonging among students from various cultural backgrounds and encourages appreciation and respect for diversity.
- **Educational Purposes:** It provides an opportunity for students to learn about different cultures firsthand through various activities, presentations, performances, and workshops.
- **Cultural Exchange:** It allows students to share their own cultural heritage with others and learn from the cultural experiences of their peers.

Multicultural Week serves as a platform for promoting cultural understanding, empathy, and cooperation among students and the broader school community. More information will be distributed to parents and students in the coming weeks.

Webinar by Dr Justin Coulson

Dr Justin Coulson is a dad to 6 daughters and grandfather to 1 granddaughter. He is the parenting expert and co-host of Channel 9's Parental Guidance, and he and his wife host Australia's #1 podcast for parents and family: The Happy Families podcast.

I recently watched one of his past webinars - *Breaking Point: Unpacking the crisis in youth mental health*. He discusses:

- Latest national statistics indicate that mental health challenges are at an all-time high in Australian children and youth.
- The root causes behind the deteriorating state of mental health, and who (or what) is responsible.
- The tools you need to reverse this trend for your children.
- Science-backed, relationship-focused strategies to remedy school refusal.
- Realistic approaches for managing screen time in a way that protects your child's wellbeing without completely alienating them from their peers.
- Creating margin in your home and family life to protect and promote mental.

Here is the link for you to access the webinar.

<https://schools.happyfamilies.com.au/breaking-point/>



Student Attendance in Government Schools

Strong regular attendance at school is important for students to achieve their potential. It supports greater academic success and personal wellbeing. For all students in NSW Department of Education schools, **above 95%** is the expected student attendance. Research tells us that students with an attendance rate **below 90% are educationally at risk**. Arriving at school on time ensures your child is not missing out on **important learning which is happening early in the day** and helps

Attendance Matters

Strong regular attendance at school is important for students to achieve their potential. It supports greater academic success and personal wellbeing. For all students in NSW Department of Education schools, above 95% is the expected student attendance. Research tells us that students with an attendance rate below 90% are educationally at risk. Arriving at school on time ensures your child is not missing out on important learning which is happening early in the day and helps them learn the importance of punctuality and routine.

Did you know:

Days missed equals years lost. There are about 200 days in a school year. When your child misses one day a week over a year, that's 40 days of school, eight weeks of lessons and two and a half years over their school life lost. We are here to support you in making sure students are attending school every day.

Reminder: If your child is absent, please remember to contact the school. This is best done early in the morning if your child is going to be away or late for school so your child's absence can be recorded correctly and we can provide appropriate support for you and your family.

Procedures for attendance

The most efficient way to notify the school of your child's absence is as follows:

For whole-day absences when your child is sick or unable to come to school, please use:

- 'Sentral for Parents' app.
- Wait and respond to the school text message informing you of your child's absence
- An absence of 5 days or more requires a completed application form for extended leave to be submitted. This application form can be obtained from reception.

For early leavers/ late arrival:

- Students will need to show their ID Card when signing in late or leaving early.
- If it is unavoidable that your child must leave early, please ensure that your child provides the Administration Office with a signed note on their arrival to school.
- If your child is late to school, an explanation by a parent can be entered via the 'Sentral for Parents' app or a letter be sent into school with the student.



Every Day Matters

If your child misses
as little as

1 day
per fortnight

they will miss

4 weeks
of school
per year

which adds up
to over

1 year
missed over
their school life



Make sure your child doesn't miss out on the important things like:



Learning



Strengthening friendships



Emotional development



Scan the QR code
to learn more



Minutes lost = days lost per year

A couple of minutes here and there doesn't seem like much, but...

When your child misses just...

they miss days per year

5 mins per day  = **3 days** 

30 mins per day  = **18 days** 



Patterns of lateness
can have a serious
impact on your child's
education.

education.nsw.gov.au

Important Uniform Reminder for Term 2

We would like to remind you of our uniform expectations at GRC Oatley. When students return, they will be required to wear their full school uniform.

We are pleased to note that the standard of uniform has been very good so far this year. This reflects positively on our school and contributes to our strong reputation in the community.

Please remember that hooded jackets or jumpers of any description are not part of the uniform and will be confiscated if worn. Additionally, track pants are not to be worn, regardless of the weather.

It is important for students to adhere to the correct uniform requirements, as this reflects the values and standards of our school. We appreciate parent support in ensuring your children comply with these guidelines.

Thank you for your cooperation and continued support in maintaining our high standards of uniform at GRC Oatley.



Examples of footwear which **COMPLY** with The Department of Education's WH&S guidelines

Girl's examples



Boy's examples



Examples of footwear which **DO NOT COMPLY** with The Department of Education's WH&S guidelines



Facebook and Instagram

A reminder to follow us on social media. Please like both our Facebook and Instagram pages. Links are below.

<https://www.facebook.com/grcoatleyseniorcampus/>

<https://www.instagram.com/grcoatleysenior/>

School Website

Please take them time to look at the information available to parents.

<https://oatleysnr-h.schools.nsw.gov.au/>

2024 Calendar Dates

Diary Dates

- **Term 2**

Week 6 – Multicultural Week

Monday 10th June – Public Holiday King’s Birthday

Monday 5th June - Year 12 post school options parent information night

Monday 12th June – King’s birthday public holiday

Week 7 – Year 11 Parent Teacher Night bookings open

Tuesday 25th June - Year 11 semester 1 reports emailed to parents.

Thursday 27th June - Year 11 parent teacher night

Anna Girginis

Principal

English Report

Year 11 Advanced English students have been studying the topic 'Reading to Write'. Please enjoy the following by Deanna Tsacalos, which evokes memories through imagery and figurative language.

Halawa

I stir the pot. My koutala threads through the thick paste and I am brought to thoughts of you. As the small white foam bubbles gently up the metallic walls, steam rises to coat your picture frame. The fog crawls to cover your confident smile.

I don't know how you do this every month. Every time I make halawa it just sticks to me, melting at my fiery touch. The scent of your halawa filled your surroundings, sweet air covering your eyes from the underlying hardships endured. You were so proud of this recipe. To you halawa wasn't a shameful practice, it was a way of survival passed with intimate care.

My eyes are forced open by the bitter scent. I have no choice but to be aware of the stinging truth. I shift my legs to turn to the pantry and, feeling the long strands tickle me, I am reminded of what I run from. But no matter what, the grass always regrows.

Suddenly, I hear a sting coming from the stove top and I urgently turn. Large cascading bubbles trickle over the cusp and sizzle on the high heat plate. Running, I hastily lift the large metal katsarola and frantically stir around and around until I feel dizzy. The toxic smell of burning sugar and lemon clouds my mind and I need to step back. I peel my feet off the linoleum floor and feel your misty eyes watch my shameful retreat.

Once my halawa has cooled I see it clearer than ever. It's dark brown, littered with impurities and harder than tar. You hated to see good sugar and lemon go to waste.

Finally, clarity hits me as the pungent burnt, bitter smell slowly clears.

Grabbing the brick of halawa, I whisk it away. Carefully I step into the overgrown backyard, and with a heavy heart, I place my halawa into the long, thick, dark green grass and watch as it sinks in. Ants march one after the other to taste the rich sweetness almost immediately, and bees slowly flock to drink the sugary perspiration. One day my halawa will melt back into the earth. It was never a waste.

My feet patter onto the terracotta tiles of the veranda, leading my way back inside, back to the kitchen. I fill my kettle with fresh water, scoop some more sugar and cut one last lemon and carefully, I combine these elements with my small wooden spoon.

Once the tsai has steeped, I sit attentively in my chair and look at your portrait, fog now cleared. I see your hair unruly and untamed and your proud, bold stance. You always loved tsai. And as I breathe in the fresh steam, I finally remember the meaning of halawa...

Sweetness.

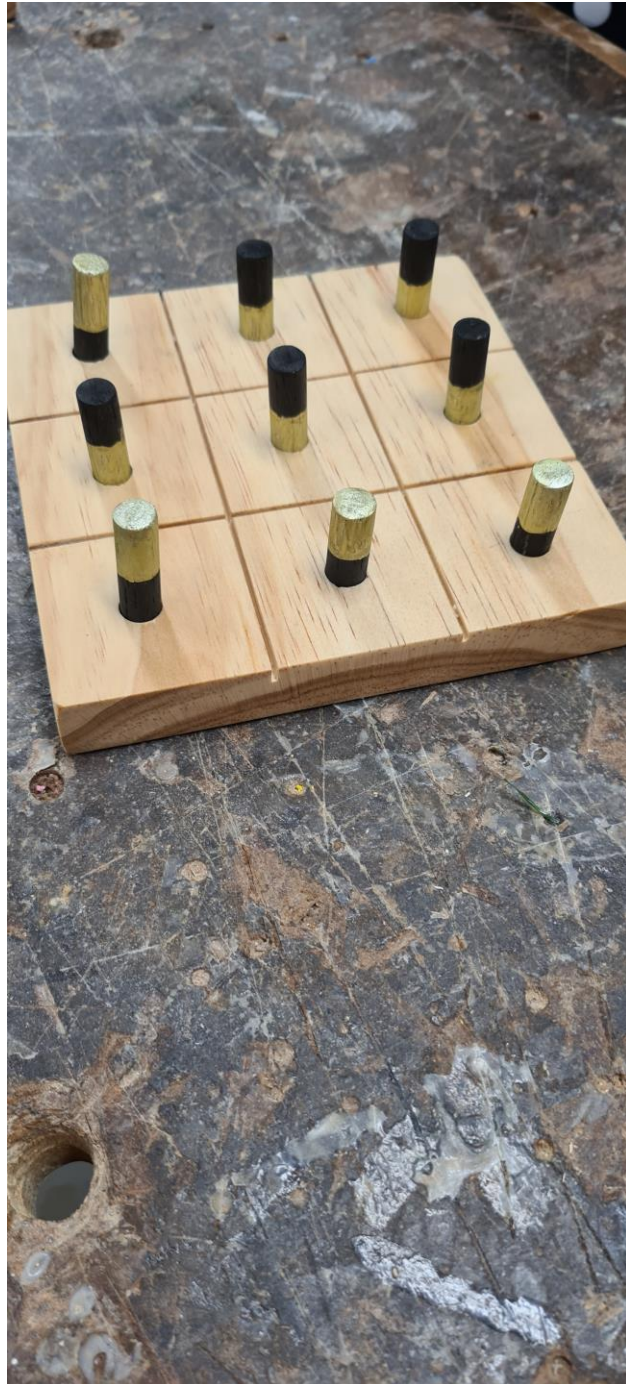
Taking small, content sips I savour the moment and settle on one simple truth, which I just couldn't see before. I would much rather welcome regrowth with a warm, sweet cup of tea than rip out my roots with bitterness, and I think you'd very much agree.

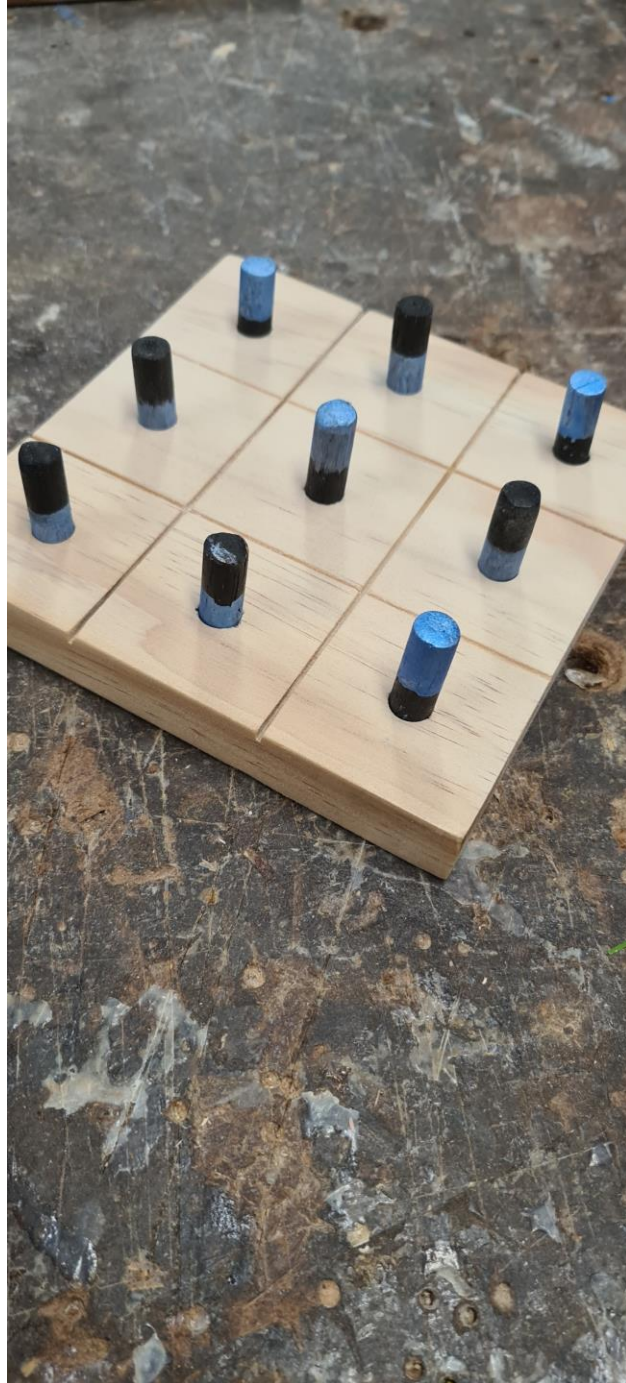
TAS Report

Support Classes in TAS

This term, students in Support Design and Technology are exploring further timber-based activities in the school workshops. They have demonstrated their skills safely in the production of a Tic Tac Toe board.

This activity has enabled the students to understand and experience a range of tools and techniques to produce a quality finished product, not to mention the fun and games of trying to beat their teachers at this game of strategy.









CAPA Report

Term 2 is a productive term in the CAPA department, where students really buckle down and develop their creative skills. HSC students are hard at work developing their Major Projects in Dance, Drama, Music and Visual Arts. Ceramics and Photography students are extending their skills in a range of projects.

ART EXCURSIONS

During April, Years 11 and 12 Visual Arts students visited Art Express. This is an annual series of exhibitions of exemplary artworks by HSC Visual Art students in NSW. On view at the Art Gallery of NSW and numerous regional galleries - this year students visited Hazelhurst Gallery in Gymea. On display were Visual Arts bodies of work from 52 students from across the state, including seven from southern Sydney schools. Former GRC student Felicia Calma's vibrant digital illustration was amongst this selection. Students were both encouraged and inspired by her talent and achievements.

Year 11 students experienced an art 'feast' being guided around Art Express offering insights into what exemplary artworks are. This was followed by a complimentary printmaking workshop sponsored by the Hazelhurst Gallery Education department. After lunch students engaged in photography, drawing and painting for their first assessments in the Landscapes Unit of work. Year 12 visited on a separate occasion experiencing the Regional Gallery environment and were not only influenced by the exceptional artworks, they were challenged, stimulated and motivated to complete their own 2024 BOW.

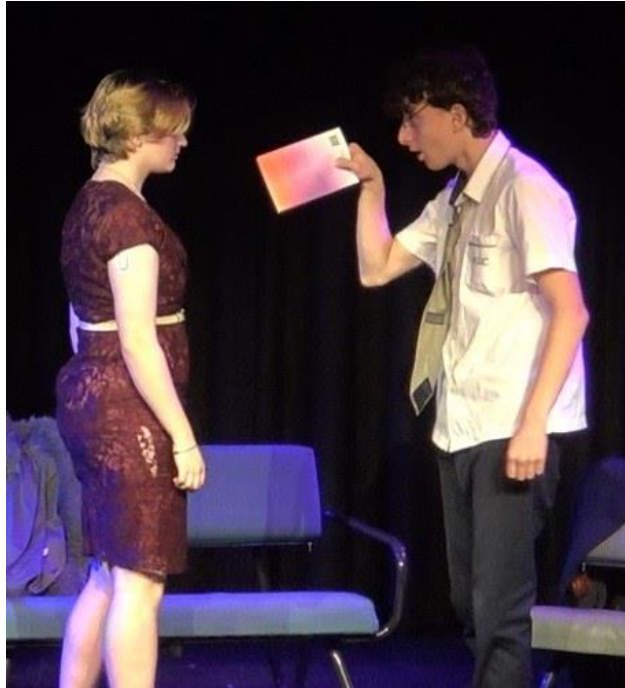






DRAMA PERFORMANCES

In week 2, Year 11 Drama students presented their first performance assessment task – focusing on character development in duologues. Students had fun getting into costume and exploring comedy, timing and subtext. Well done!

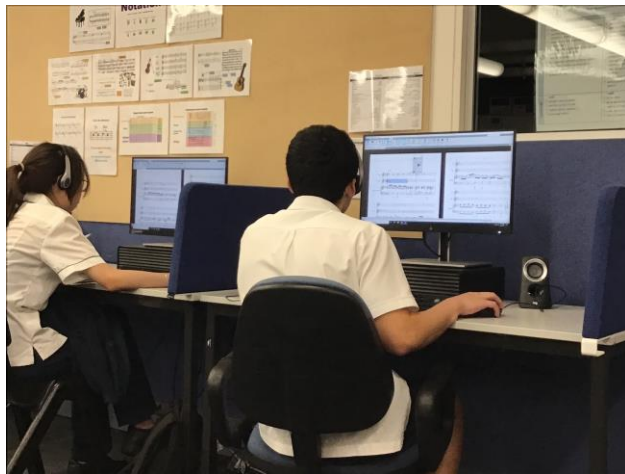




What's happening in Music?

HSC Music students are working on consolidating their HSC Performance programs this term. Parents should be hearing lots of regular practice at home! Year 11 students are engaging in composition projects on Soundtrap and Sibelius, learning to create their own music. Year 11 Music 2 students have experimented with arranging new versions of classical pieces using Boomwhackers for some lighthearted fun.

Additionally, we are also having a Term 2 focus on literacy in music, through the use of word banks and vocabulary flashcards. Each HSC student has been issued a keyring bundle of musical concepts terminology to use for classwork and homework.



DANCE

Our talented Dance students are now 1 term away from their HSC Practical exams. The class is hard at work rehearsing their Major Performance Projects and refining their Compositions.

SAVE THE DATE!

HSC CAPA SHOWCASE

TUESDAY 6TH & WEDNESDAY 7TH AUGUST

Featuring Major works from Dance, Drama and Music.









VET Report

Year 11 Hospitality students have been preparing a range of bread products making the dough from scratch. This week our students have made pizza dough and pizzas. Please join and cook along at home.

Pizza

Pizza base Ingredients

220gms water

1 tsp sugar

2 tsp yeast

400gms bakers flour

30gms olive oil

1 tsp sea salt

1 tsp bread improver

Topping Ingredients

2 Tbs good quality olive oil

2 Tbs Zatar seasoning

METHOD

1. Place water sugar and yeast in mixing bowl top with flour, olive oil and salt
2. Mix with dough hook 2 mins
3. Turn onto floured bench and knead till dough forms a ball
4. Divide dough into 3 portions Allow to proof for a min of 15 minutes. The dough can be kept in the fridge overnight
5. Preheat the oven to 200°C fan forced and grease pizza tray
6. Flatten dough with rolling pin or hands to form a circle
7. Using a dough docker or fork – knock dough back
8. Place onto pizza tray
9. Spread the olive oil over the pizza
10. Top with Zatar
11. Place the baking tray in the oven, and cook for 10 minutes, or until the pizza is cooked and golden brown
12. Remove from the oven, cut into slices and enjoy!



Learning Hub Report

WHAT IS THE NCCD?

The Nationally Consistent Collection of Data on School Students with Disability (NCCD) takes place every year.

The NCCD is a collection that counts:

- the number of school students receiving an adjustment or 'help' due to disability
- the level of adjustment they are receiving to access education on the same basis as other students.

Students are counted in the NCCD if they receive ongoing adjustments at school due to disability. This 'help' allows them to access education on the same basis as a child without disability. The NCCD uses the definition of disability in the Disability Discrimination Act 1992. Schools provide this information to education authorities.

WHY IS THIS DATA BEING COLLECTED?

All schools in Australia must collect information about students with disability.

The NCCD:

- ensures that the information collected is transparent, consistent and reliable
- provides better information that improves understanding of students with disability
- allows parents, guardians, carers, teachers, principals, education authorities and government to better support students with disability.

WHO COLLECTS INFORMATION FOR THE NCCD?

Schools identify which students will be counted in the NCCD.

They base their decisions on the following:

- adjustments provided for the student (after consultation with the student and/or their parents, guardians and carers)
- the school team's observations and professional judgements
- any medical or other professional diagnoses
- other relevant information. School principals must ensure that information for the NCCD is accurate.

WHAT INFORMATION IS COLLECTED?

A student is counted in the NCCD if they receive reasonable adjustments at school due to disability. Each year, schools collect the following information about the student, including:

- their year of schooling
- the level of adjustment received
- the broad type of disability.

For students who have more than one disability, the school uses professional judgement to choose one category of disability. They choose the category that most affects the student's access to education and for which adjustments are being provided.

A high level summary of the NCCD data is available to all Australian state and territory governments to improve policies and programs for students with disability.

HOW IS THIS DATA USED?

The NCCD data informs funding and work by schools and sectors. It ensures that support for students with disability becomes routine in the day-to-day practice of schools.

The NCCD also supports students in the following ways.

- The NCCD helps schools better understand their legislative obligations and the Disability Standards for Education 2005.
- Schools focus on the individual adjustments that support students with disability. This encourages them to reflect on students' needs and to better support students.

- The NCCD facilitates a collaborative and coordinated approach to supporting students with disability. It also encourages improvements in school documentation.
- The NCCD improves communication about students' needs between schools, parents, guardians, carers and the community.

The Australian Curriculum, Assessment and Reporting Authority (ACARA) annually publishes high-level, nonidentifying NCCD data.

WHEN DOES THE NCCD TAKE PLACE?

The NCCD takes place in August each year.

IS THE NCCD COMPULSORY?

Yes. All schools must collect and submit information each year for the NCCD. This is detailed in the Australian Education Regulation 2013.

HOW IS STUDENTS' PRIVACY PROTECTED?

Protecting the privacy and confidentiality of all students is an essential part of the NCCD. Data is collected within each school. Personal details, such as student names or student identifiers, are not provided to federal education authorities.

If you have any more questions please contact Ms Peta La Motte, Head Teacher Learning Support (Act). or use the link below.

<https://www.nccd.edu.au/tools/fact-sheet-parents-guardians-and-carers>

Support Unit Report

Lights, Camera, Action!

Three Year 11 and six Year 12 students in the Support Unit are currently participating in the Certificate III Screen and Media course delivered by The Australian Academy of Screen & Media. The course, which is held every Friday at school and is TAFE accredited, runs over three terms. Students are expected to complete the course and attain their certificate by the end of Term 3.

Students are writing their own scripts and have had an opportunity to read them to a camera using a teleprompter. The students have also been learning about lighting for still photos and video, directing each other, and operating a camera. They are currently using editing software to manipulate footage they have shot themselves. as well as creating images for graphic movies.

The students have immersed themselves in this creative education opportunity. This nationally recognised course will provide them with real world career opportunities in content creation, videography, podcasting, social content, writing, and post-production.

