

NEWSLETTER



www.orange-h.schools.nsw.edu.au

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24th October, 2013 : Week A

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Transition Days at OHS



PRINCIPAL'S REPORT

The NAPLAN (National Assessment Program for Literacy and Numeracy) results for students in Years 7 and 9 were posted home late last week. **Most parents of students in these two years should now have received their child's results. Congratulations to those students who achieved excellent results.** Earlier today I spoke with a number of parents whose children performed well above expectations. Of course we need to keep NAPLAN in perspective, that is one assessment at one point in time. The results are also one of the tools teachers and faculties use to assess areas of strength and those requiring development in teaching programs. The aggregated results will drive a range of analysis over the coming weeks and hopefully result in further improvements to learning in coming years.



Last week I had the pleasure of presenting Teaching Certificates to some of our newest teachers at Orange High School. A Teaching Certificate is awarded to teachers who have successfully demonstrated competence at standards defined by the Australian Institute of Teaching and School Leadership after more than 12 months of classroom teaching. **Each of the educators**



below have collated a portfolio of lesson plans, assessment tasks, teaching and learning programs and work samples from students demonstrating their competence against the comprehensive Australian Standards.



Last Monday the P&C cooked and provided morning tea to Celebrate National Teachers Day. **President Keith Lummis thanked teachers for their work and recognised ongoing efforts to provide a quality learning experiences to the next generation.** Two teachers, Cate Griffen and Kylie Winslade were recognised through special awards from the Australian Scholarship Group following nominations by parents.



I think we would all agree that Sun-Safety is important, particularly given the potential of a long hot summer ahead. **As part of an effort to promote the wearing of hats, the Prefects have volunteered to wear and promote them.** Hats in either the bucket or cap style are available

from the Orange Clothing Company for approximately \$12. We would like to encourage all students to purchase and wear them.



Creative and Performing Arts Students at Work



Members of the Choir



Tino Chitukudza, Year 10 Visual Arts



Nicholas Taylor, Year 7 Music



Marley Hevers, Year 7 Music



Chloe Smith, Year 10 Visual Arts

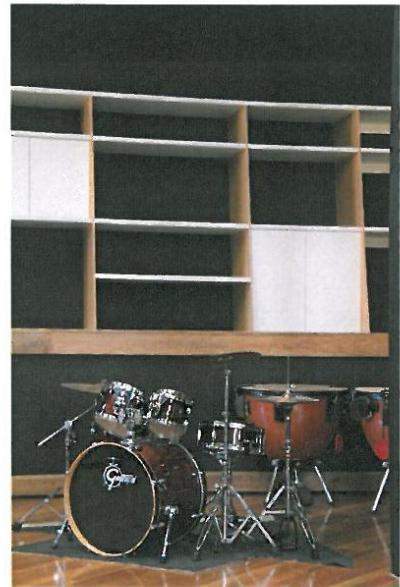


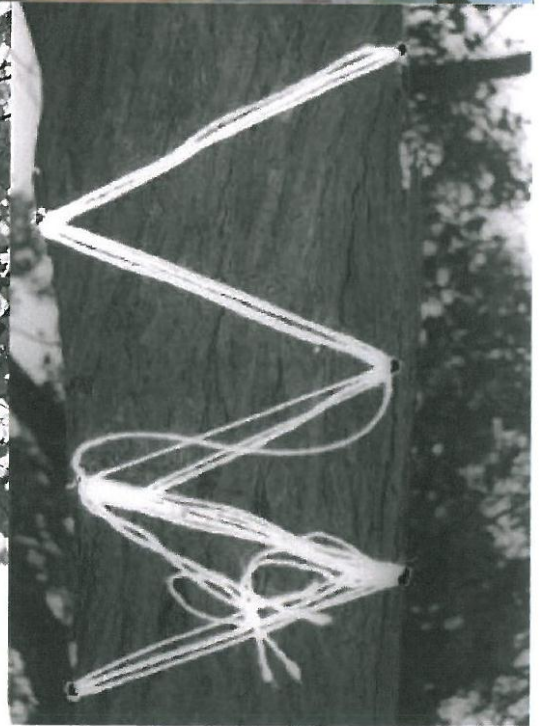
Emily Watson, Year 10 Visual Arts



Members of the Choir.

Sneak peek... the new Recital Room!

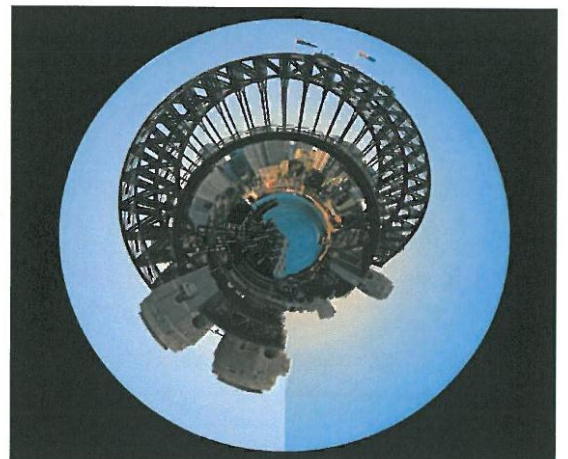




Year 9 Photography

Hockney Inspired, Photo Sphere, Photo merge and Film prints

Clockwise From Top: Kendy Capnerhurst, Bryce Ostini, Kendy Capnerhurst, Bryce Ostini Tom Milson and Jacinta Turner



IMMUNISATIONS

Friday 1st November (Week 4) will be the date for the 4th and final immunisations for 2013. The immunisations will involve all:

Year 7 – Dose 2 Hepatitis B, Dose 3 HPV
Year 9 boys – Dose 3 HPV

The signed consent forms are held at school. Any enquiries can be directed to Mrs Griffen on 6362 3444.

STUDY SKILLS TIP FOR OCTOBER – Perfectionism

Expectations on students can create a very competitive environment. Students are inundated with information about the significance of academic performance, and the result, in many cases, is that some students develop unhealthy propensities for perfectionism.

Perfectionism may not sound like much of a problem in an academic atmosphere - after all, teachers and parents want students to develop strong work ethics and sound study habits. The problem is, true perfectionism actually tends to lead students away from these healthy developments. When a student becomes upset over a score of 98 out of 100, or can't handle coming in 2nd out of a class of 30, or spend hours on something that should take 10 minutes.....then study and stress levels will often suffer as a result.

Perfectionism to this degree usually results from a fear of failure, rejection or disapproval, or insecurity about meeting a given standard. Students feeling these pressures quickly fall into inefficient work patterns, focusing on proving themselves, rather than on doing individual assignments effectively. So - how can such patterns and thought processes be avoided? Here are a few suggestions for coping with perfectionism.

1. SEPARATE WORK FROM PERSONAL FEELINGS

This is a huge hurdle for many students. The fact is, an evaluation of your work often feels like an evaluation of you personally, and the pressure of making that evaluation positive can lead to perfectionism. Students must learn to treat work evaluation as feedback for their learning, not as a personal reflection on themselves.

2. SET INCREMENTAL GOALS

Many students tend to set unattainable, or at least extremely difficult goals. Instead, students should focus on setting goals based on past achievements and efforts. If a student gets an 85 on an exam, the goal for the next one should not be 100 - it should be an 87. If they study for only twenty minutes for a test, next time aim for thirty. Incremental goals are more reasonable, and most long-term improvement occurs gradually.

3. RECOGNISE STRESS

This can be easier said than done, but it's crucial in battling perfectionism. Students need to be aware of the fact when they're stressing over a project (spending extra unnecessary hours, re-writing pages exhaustively, etc.). Learning to recognize stress can help students to re-evaluate work methods and stop and think how much effort is appropriate for that task.

4. EXPLORE EFFICIENT WORK METHODS

Often, newer or easier work methods can assist in efficiency. Students shouldn't get lazy, but should allow certain technologies

to make work easier. That might mean downloading Evernote for easy electronic note-taking, or it may mean investing Sharefile as a means of cloud storage and computer organization - whatever the case, perfectionists can often find their workloads lessened by these steps.

5. PUT THINGS IN PERSPECTIVE

It's incredibly important for students to have proper perspective on schoolwork. Being able to stop and think about the worst case scenario can help students to realize that an individual assignment - while important - should not be a source of unnecessary stress or excessive workload.

Ultimately, dealing with perfectionism can be a long and tricky process. But implementing these habits and thought processes can help students to develop a healthier approach to their schoolwork.

You can learn more in the Managing Workload and Overcoming Obstacles units on www.studyskillshandbook.com.au. Our school's subscription details to www.studyskillshandbook.com.au are –

Username: orangesh Password: 18success

H Michell**CADIA VALLEY OPERATIONS OPEN DAY**

Sunday 17 November 2013

Experience firsthand the surface mining operations of one of Australia's largest underground gold mines at the Cadia Valley Operations Open Day. On the 2.5 hour guided bus tours visitors will see sweeping views of the open cut lookout, get up close to super-sized mining machinery, visit CVO's ore processing plant and glimpse into the future at the progressive rehabilitation of CVO's waste rock dumps.

This year, the Open Day will be run exclusively out of Blayney and will be held in conjunction with the inaugural Blayney Festival.

Tickets are a gold coin donation and are available:

- Online at: www.cadiavalley.com.au/openday
- Blayney Visitor Information Centre. Ph: 6368 3534.
- Orange Visitor Information Centre. Ph: 1800 069 466.

For more information, contact 02 6392 2317.

ASSESSMENTS DUE – WEEK 4

Year 7: Music (performance, group) – Tech Mand, Agriculture (design task) – Tech Mand, Home Ec (Design, food textiles) – Tech Mand, IA (design)

Year 8: Music (performance, group) – Music (exam course work) – Tech Mand, Ag (design) – tech Mand, Home Ec (design, food textiles) – Tech Mand, IA (design)

Year 9: History Elective (bookmark) Marine St (snorkelling theory), Marine St (practical competencies), Child St (textile item), Agriculture (exam), Textile Tech (practical & folio), Music (listening), Photo & Digital (manipulating objects), Drama (film script), Dance (performance), Music (performance), PDHPE (practical), PIPS (practical), Vis Art (art work & Visual Arts diary), Vis Design (group work)

Year 10: Agriculture 9test), Dance (appreciation Ochres), Drama (group perf), Marine St (Knots), Music (perf), PDHPE (prac), Photo & Dig (advertising), PIPS (Sport studies pract), Vis Arts (artwork & diary), Wood Tech (major project & folio report)

Year 11:

Study Skills

Article #50 Make it Interesting

(This article was prepared for Year 12 students by Michael Auden. It is an extract from resources available from www.HSCin2013.com)

Make it Interesting

1. Be aware of attitudes.

People who think history is boring tend to have difficulty remembering history. People who believe maths is difficult tend to have difficulty recalling mathematical formulas. All of us can forget information that contradicts our opinions.

This is not the same as fighting your attitudes or struggling to give them up. Simply acknowledge them. Notice them.

Your awareness can deflate an attitude that is blocking your memory.

One way to befriend a self-defeating attitude about a subject is to relate it to something you are interested in. For example, consider a person who is fanatical about cars.

She can rebuild a motor in a weekend and considers that a good time. From this apparently specialized interest, she can explore a wide realm of knowledge. She can relate the workings of an engine to principles of physics, maths, and chemistry. Computerised parts in newer cars lead her to data processing. She can study how cars have changed our cities and helped create suburbs, a topic that includes urban planning, sociology, business, economics, psychology, and history.

We remember what we find interesting. If you think a subject is boring, remember that everything is related to everything else. Look for connections.

Bonus Section

Article #51 Use it before you lose it

(This article was prepared for Year 12 students by Michael Auden. It is an extract from resources available from www.HSCin2013.com)

Even information stored in long-term memory becomes difficult to recall if we don't use it regularly. The pathways to the information in our brains becomes faint with disuse. For example, you can probably remember your current phone number. What was your phone number 10 years ago?

This points to a powerful memory technique. To remember something, access it a lot. Read it, write it, speak it, listen to it, apply it – find some way to make contact with the material regularly. Each time you do so, you widen the neural pathway to the material and make it easier to recall the next time.

Another way to contact the material is to teach it. Teaching demands mastery. When you explain the function of the pancreas to a fellow student, you discover quickly whether you really understand the pancreas.

Study groups are especially effective because they put you on stage. The friendly pressure of knowing you'll teach the group helps to focus your attention.



You are invited!

Open House

Performance

The Recital Room

in the Mrs Mickle Music Centre

Friday 22nd November

5.30 to 6.30pm

After all the play-outs, fundraising, concerts and donations the new performance space is now complete. You helped to make it happen!

Please RSVP by Wednesday 20th November to 02 6362 3444 or email: catherine.sharp@det.nsw.edu.au

