

NEWSLETTER



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

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7th November, 2013 : Week A

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CAREERS GALA DAY

On Thursday the 24th October Year 9 Agriculture students travelled to Cowra to participate in the Cows Create Careers Gala Day. The day involved a range of activities associated with the dairy industry and students were required to join in the fun and were awarded a range of prizes. At the end of the day students were given awards. The 'Cow People' were awarded first place from our school but all projects were highly commended and the students involved should be proud of their achievements.



Tamara dressing as a cow



Sophie and Ashley guessing the fat content of a range of a dairy products

D Wait

PRINCIPAL'S NEWS

Last Saturday 43 parents and senior students transformed seven classrooms in the Mathematics and English areas at the school. The aim was to create inspiring learning spaces, but what shone through during the day was the high level of pride shown towards the school by the senior students. Following the success of the day there have been calls for more days until the school is done. The P&C will discuss this at their meeting next week. Many thanks to Stuart Wilson for his coordination of the event and also to Elvis Podreka from the Dulux Paint Store for his organisation of the equipment, advice and discount on all materials purchased.



Achievement in a supportive environment



This week has seen the final 2013 primary school graduates from the Year 5 and 6 Transition Science project. The group that graduated yesterday was the biggest yet and we look forward to welcoming them into Year 7 next year or in 2015.

This week students in Years 7 to 10 yesterday began their End of Course Exams. We wish all students well as they demonstrate their learning in a formal exam environment. I would like to emphasise though that this does not mean learning is over for the year. There are still at least 5 weeks of classes and solid lessons ahead and all students are expected to be here until the last day of the year unless prior arrangements have been made for family holidays or similar. Many students will still have assessment tasks in the coming weeks. The reason for undertaking the exams now is to allow time for them to be marked and reports to be written and distributed for over 700 students in Years 7 to 10 before Presentation Night on Tuesday 17 December.

Talking of Transition a reminder to anyone who has siblings or friends beginning High School in Year 7 next year (2014) that we will have an information night next week on Wednesday 13th November beginning at 6.30pm in the Performing Arts Centre. Prefects and senior students will be on hand to direct anyone not sure of where to go within the school. On hand will be representatives from the clothing companies, bus companies and the school will be selling book packs with all required equipment ready for students to begin in 2014. There will also be information regarding transition and an opportunity to speak with teachers.

David Lloyd, Principal

DEPUTY PRINCIPALS REPORT

It has been a busy week at Orange High School. Watching Year 12 students coming to finish their last Higher School Certificate examination and reminding them that this will be the last time they wear their school uniform brings a smile and a sigh of relief. Most students have forgotten the sadness of their final assembly and are now looking forward to all that their future will bring. Waiting for Higher School Certificate results and dealing with the outcome will be the next hurdle for our wonderful students, or should I say ex-students!

Junior examinations began this week and the students have responded on the whole in a positive way. I have been present for the start of most of the examinations and I believe that this opportunity will provide valuable formal examination experience for our students.

End of Year Excursions are being organised for most year groups and it is important that students remain focussed for the rest of the year. This will ensure that students do not find themselves on levels which will stop them from attending excursions.

I spoke on assembly about the importance of completing all assessment tasks. If your son or daughter finds they have several tasks that need to be submitted and they are having difficulty completing them, they should discuss this with their Year Adviser. A Homework Centre that operates each Thursday, staffed by teachers who can assist students and help them complete their tasks.

M Barrett

ASSESSMENTS DUE – WEEK 6

Year 12 (2014): Maths Ext 1 (in class test), Agriculture (research), PDHPE (Media stimulus – in class)

HOW TO GET THE MOST OUT OF USING WWW.SEEK2B VERSION2

Welcome to www.seek2b.com

Find a listing of the Menu Items that appear across the screen from left to right.

This is how you use each item.

[My Career](#) - You will soon be able to [Register](#) to receive the latest Careers News. This will be emailed to your home email address.

When you select one or more careers by ticking any box, and then click Register, you will be taken to a registration page. Simply complete your details and click submit. It only takes a minute or two. You will receive Careers News on your chosen careers from now through to an extra year after your HSC. If you change your mind, you can deregister at any time. You can select new careers at any time too. You can have as many as you want. Now click on the name of a career that interests you. The 4 coloured buttons now become active for you.

If you now click on '[Read the News](#)' all of the current news is ready for you to act on with the active links. Click on '[Watch a Video](#)' and you can enjoy a tour of your chosen career.

Click on '[Check I'm Suited?](#)' and you can complete the chart to show you have the personal qualities desired by a future employer.

When you click on '[Go For It](#)', 5 choices appear:

- '[Can I prove to a boss I'm the right person?](#)' gives you valuable and quick information on how to improve your chances for an employer to hire you in this career.
- '[What subjects should I study?](#)' gives you the subject advice on subjects in NSW you could consider.
- '[What courses should I study after school?](#)' gives you the quick advice and the direct links to many of your Tertiary options at University, TAFE and private colleges.
- '[Where can I find the jobs?](#)' gives you the real job vacancies, employer organisations and exactly how to find the names, addresses and phone numbers of companies you can contact yourself from the Yellow Pages.
- '[How do I present to an employer?](#)' gives you all you need to be able to call an employer with an easy script on what to say and a Directory Sheet to list all of your companies names and contact details. There is a Sample Letter and a Resume that guides you line by line what you need to write to an employer. There are handy quick tips on what you should do and what to take with you whenever you visit an employer.

[Calendar](#) allows you to see all the news month by month. If you want to find only the news for the careers you like firstly click on the top left button, 'None'. Then select the careers you like and the news month by month appears only for those careers you chose.

[Find My Career](#). This is useful if you are wondering what career might best suit you. You can gain a better understanding of a career by watching a video about it. There are 4 handy quizzes you can also try, all of which will provide new career possibilities for you.

[HSC Subjects](#) has a great slide show explaining all about the HSC and matters like Units and the HSC rules. When you click on a career you like on the left hand side, the subject advice appears on subjects in NSW you could consider.

[ATAR](#). This is great to use in conjunction with your UAC Handbook. Most people start with the UAC Handbook Index to see all of their options. Here on the seek2b website, you will find this Index listing on the left hand side. Click your favourite Index field. A listing appears just like the hard copy of the Index in the Handbook. By clicking on the Title Headings at the top, you can sort this listing in ATAR order, in Campus location order, in University order or by the name of the course. If you click on any blue UAC Course Code, you will be able to read a full description of the course you selected. You can also do a search for degrees by typing in the search box a key word in this field.

[Uni](#). This has the following drop down menu options:

- [Open Days](#). A full listing for not only NSW and ACT but across Australia with links about going to them.
- [Scholarships](#). Each Uni has an explanation about their scholarships and how to apply for them. Many have the listing of their Undergraduate Scholarships they have on offer.

- [Bonus Points](#). Many universities offer Bonus Points which can help you gain entry to your chosen degree at their Uni. This is often based on how well you have done in particular HSC subjects and/or on your location. Some Unis even have a handy Bonus Points calculator.
- [Alternative Entry](#). Unis have various ways to allow you to gain entry. Each Uni's options are found here.
- [Educational Access Scheme](#). If you faced some type of hardship over your HSC years, then you may be considered for entry to your degree by completing an E.A.S. application. Speak to your Careers Advisor.
- [Deferment](#). Some people need to have a break before entering Uni for half a year or a full year. The table given here summarises what each Uni considers and what you may need to do. Deferment allows you to bank the degree for which you were accepted and to start it at the end of this break.
- [Interstate](#). Each State in Australia has its own version of our NSW UAC (Universities Admission Centre). If you wish to consider studying in another State, click on the State which interests you and follow their instructions. Each State has their own course search area.

[Apprenticeships](#). At the top you can find a simple to read explanation all about how Apprenticeships and Traineeships work. This is followed by an interesting short video about Apprenticeships and Traineeships. If you click on the bottom option you will see a listing of Apprenticeship and Traineeship career areas with easy to do quizzes to see if you are suited.

[Earnings](#). There are 300 careers listed on the left hand side with their earnings in weekly and annual amounts. To select any career you must first read and consider the short advice in the bubbles and then click 'OK'.

[Employment](#). When you click on [Vacancies](#), you will see a listing of all of the careers on the left hand side. When you click on any career you will find the real job vacancies, employer organisations and exactly how to find the names, addresses and phone numbers of companies you can contact from the Yellow Pages.

On the main body of the screen are 5 other options:

- The first gives you all you need to be able to call an employer with an easy script on what to say and a Directory Sheet to list all of your companies names and contact details.
- The second is a great video to watch on making phone calls to an employer.
- Then there is a Sample Letter and Resume that guides you line by line what to write to an employer.
- The fourth is a Resume Builder where you can enter your details and save it to your desktop. Make sure you inform your parents if you are under 18 that you are doing this.
- Next is an interesting video on going to a job interview and how to handle the interview questions.
- Lastly there are handy quick tips on what you should do and what to take with you whenever you visit an employer.

[Work Experience](#) provides the main documents that you use with your Careers Advisor's guidance to arrange Work Experience. Make sure you speak to your Careers Advisor before arranging any work experience.

[Gap](#). Many students feel that they would like to have a gap year, go as an exchange student overseas or seek a new experience. T

The reasons we make study notes/summaries are:

- When you just read through things they don't stay in your head very well. Even if you read through them over and over this is a very inefficient way of studying.
- By thinking about what is important and how you can write it down in a condensed form the info starts to move into your memory.
- This also helps you ensure you understand what you need to learn. When you start trying to reduce information to the key points you will quickly discover when you don't understand something.
- Sometimes the information will be spread out over many many pages in your textbook and also be spread across a number of different places like sheets and exercise books or computers. Making summaries allows us to reduce the amount of pages we have to keep reading over by bringing everything we need to learn together in one place in an organised and easier to learn way.

4. ASK FOR HELP

If you came across things you did not understand or were not sure of when making your notes ask your teacher or parents for help. You may also like to show your teacher and parents the notes you have made to get some feedback from them about what you could do to improve.

5. LEARN THE NOTES

The next stage is to start getting the information into your memory.

Don't just read the notes. Don't just read the notes. Don't just read the notes. Don't just read the notes. Don't just read the notes. Don't just read the notes. Don't just read the notes. Don't just read the notes. Don't just read the notes. Don't just read the notes. Don't just read the notes. Don't just read the notes. Don't just read the notes. Don't just read the notes.

Do you get what we are saying here???? The biggest mistake students make is they think study is just reading things over and over until hopefully some of it sticks in their head. The right way to study involves extra steps after reading. What you do is read a section of your notes then TEST YOURSELF on what you have just read.

You could test yourself in the following ways:

- Seeing what you can write down without looking at the notes and then checking to see which bits you got wrong.
- Seeing what you can say out loud without looking at the notes and then checking to see which bits you got wrong.
- Getting someone to test you.
- Making flashcards on things you need to learn in your notes and testing yourself on these.
- Writing a list of questions as you read your notes then seeing if you can answer them after you finish reading.
- Remember this great technique: look, say, cover, write, check!

6. REPEAT STEP 5 OVER AND OVER AND OVER

Repetition is the key to remembering things. So test yourself over and over and over on your notes until you find that you are starting to remember the information easily. This is why it is a good idea to start early and spread your study out over all the time before the test.

7. DO LOTS OF PRACTICE

This means you need to do as many different questions as possible to see if you can apply what you have learnt to different types of questions.

Ways you can practise:

- Your teacher may give you a revision sheet or a past examination paper to do.
- You could go back in your textbook and pick out questions to re-do, particularly ones you found hard.
- Your school library may have another textbook in a different brand or a study guide for that subject and you can do the questions in that book.
- You can re-do any exercises or activities you did during the topic.
- Some schools will put extra revision activities up on the school website for you to download.
- Some textbooks come with a CD with extra questions or a supporting website with extra questions.
- If you feel you have nothing to practise from (ie no questions to do to see if you understand the work) ask your teacher, or even ask your parent to buy you a book you could use to do questions from - most of the big bookshops will have an educational section.

Review the section on Active Studying on www.studyskillshandbook.com.au to find out other ways of learning and practising.

8. ASK FOR HELP

Throughout this whole process, anytime there is something you don't understand you must ask for help. Don't ignore any problems, or let them build up, see your teacher and ask about them as quickly as possible.

Our school's subscription details to www.studyskillshandbook.com.au are -
Username: orangehs
Password: 18success

Study Skills

Article #53 When reading is tough

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

When reading is tough

Sometimes ordinary reading methods are not enough.

Many students get bogged down in a murky reading assignment. You can use the following techniques to drain the swamp if you are ever up to your neck in textbook alligators.

1. Read it again, Sam

Difficult material – such as the technical writing in science texts – is often easier the second time around. If you read an assignment and are completely lost, do not despair. Admit your confusion. Sleep on it. When you return to the assignment, regard it with fresh eyes.

2. Look for essential words

If you are stuck on a paragraph, mentally cross out all the adjectives and adverbs and read the sentence without them. Find the important words. These will usually be verbs and nouns.

3. Hold a mini-review

Pause briefly to summarise what you've read so far, verbally or in writing. Stop at the end of a paragraph and recite, in your own words, what you have read. Jot down some notes or create a short outline or summary.

4. Read it aloud

Make noise. Read a passage aloud several times, each time using a different inflection, emphasising a different part of the sentence. Be creative. Imagine that you are the author talking.

5. Use your teacher

Admit when you are stuck and make an appointment with your teacher. Most teachers welcome the opportunity to work individually with students. Be specific about your confusion. Point out the paragraph that you found toughest to understand.

6. Stand up

Changing positions periodically can combat fatigue. Play with standing as you read, especially if you get stuck on a tough passage and decide to read it aloud.

7. Find a tutor

Find a student or an outside tutoring service to assist you.

8. Use another text

Find one in the library. Sometimes a concept is easier to understand if it is expressed another way.

9. Pretend you understand, then explain it

We often understand more than we think we do. Pretend it's clear as a bell and explain it to another person or even yourself. Write down your explanation. You might be amazed by what you know.

10. Ask: What's going on here?

When you feel stuck, stop reading for a moment and diagnose what's happening. At these stop points, mark your place in the margin of the page with a pencilled S for 'stuck.' Seeing a

pattern to your marks over several pages might indicate a question you want answered before reading further. Or you might discover a reading habit you'd like to change.

Article #54 Dealing with the physical sensations of anxiety

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

Dealing with the physical sensations of anxiety

1 Breathe.

You can calm physical sensations within your body by focusing your attention on your breathing. Concentrate on the air going in and out of your lungs. Experience it as it passes through your nose and mouth.

Do this for two to five minutes. If you notice that you are taking short, shallow breaths, begin to take longer and deeper breaths. Fill your lungs so that your abdomen rises, then release all the air. Imagine yourself standing on the tip of your nose. Watch the breath pass in and out as if your nose were a huge ventilation shaft for an underground mine.

2 Scan your body.

Simple awareness is an effective technique to reduce the tension in your body.

Sit comfortably and close your eyes. Focus your attention on the muscles in your feet and notice if they are relaxed. Tell the muscles in your feet that they can relax.

Move up to your ankles and repeat the procedure. Next go to your calves and thighs and buttocks, telling each group of muscles to relax.

Do the same for your lower back, diaphragm, chest, upper back, neck, shoulders, jaw, face, upper arms, lower arms, fingers, and scalp.

3 Tense and relax.

If you are aware of a particularly tense part of your body or if you discover tension when you're scanning your body, you can release this with the tense-relax method.

To do this, find a muscle that is tense and make it even more tense. If your shoulders are tense, pull them back, arch your back, and tense your shoulder muscles even more tightly; then relax. The net result is that you can be aware of the relaxation and allow yourself to relax more.

You can use the same process with your legs, arms, abdomen, chest, face, and neck. Clench your fists, tighten your jaw, straighten your legs, and tense your abdomen all at once. Then relax and pay close attention to the sensations of relaxation. By paying attention, you can learn to re-create the relaxation whenever you choose.

4 Use guided imagery.

Relax completely and take a quick fantasy trip. Close your eyes, relax your body, and imagine yourself in a beautiful, peaceful, natural setting. Create as much of the scene as you can. Be specific. Use all your senses.

For example, you might imagine yourself at a beach. Hear the

surf rolling in and the sea gulls calling to each other. Feel the sun on your face and the sand between your toes. Smell the sea breeze. Feel the mist from the surf on your face, Notice the ships on the horizon and the rolling sand dunes, Use all your senses to create a vivid imaginary trip.

Some people find that a mountain scene or a lush meadow scene works well. You can take yourself to a place you've never been or re-create an experience out of your past. Find a place that works for you and practice getting there. When you become proficient you can return to it quickly for trips that may last only a few seconds.

With practice you can even use this technique while you are taking a test.

5 Describe it.

Focus your attention on your anxiety. If you are feeling nauseated or if you have a headache, then concentrate on that feeling.

Describe it to yourself. Tell yourself how large it is, where it is located in your body what colour it is, what shape it is, what texture it is, how much water it might hold if it had volume, and how heavy it is.

6 Be with it.

As you describe anxiety in detail, don't resist it. If you can completely experience a physical sensation it will often disappear. People suffering from severe and chronic pain have used this technique successfully.

7 Exercise aerobically.

This is one technique that won't work in the classroom or while you're taking a test. Yet it is an excellent way to reduce body tension.

Do some kind of exercise that will get your heart beating at twice your normal rate and keep it beating at that rate for 15 or 20 minutes. Aerobic exercises include rapid walking, jogging, swimming, bicycling, basketball, or anything else that elevates your heart rate and keeps it elevated.

8 Get help

When these techniques don't work, when anxiety is serious, get help. If you become withdrawn, have frequent thoughts about death or suicide, get depressed, and stay depressed for more than a few days, or have prolonged feelings of hopelessness, see a counsellor.