

NEWSLETTER



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21st March, 2013 : Week B

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XSEL NEWS



It has been a very exciting and challenging start to 2013 for Orange Highs Xsel students. Xsel is the Western Region Provision Virtual Selective High School and students undertake their studies in English, Maths and Science via a virtual classroom. They connect online to their teachers to undertake synopses and work within pods of ten students. It is a unique program that allows students work with teachers and students across the region rather than leave the school to attend a selective high school. It allows students to undertake a number of subjects in their home school, participate in school activities such as band, debating and sport, whilst undertaking studies in the xsel program. To gain entry to Xsel students in year 6 undertake the selective high schools test in March. Students wishing to gain entry in Years 8, 9 and 10 are required to submit an application in June for consideration for the following year. It is a very competitive process as there are only 30 places available in each year group. At Orange High we have a cohort of nineteen students, the largest in the program. This week we welcome Erin Cooper, Year 10, to the Xsel program. Erin has made a fantastic start to her Xsel studies.

The Xsel students attended their two day residential camp in week 6. The camp gives students the chance to work with other students and the teachers of Xsel in a face to face environment. Reports back from residential camp have been positive and all students had a fantastic time.

Parents will be contacted in the next week to arrange a time to come into the school to discuss student progress, provide feedback and work in collaboration with Orange High to plan for future successful learning.



Assessments

The following assessment tasks are coming up in the next couple of weeks.

Year 7	Year 8	Year 9	Year 10
English- Hungry for Narratives Due 6 th May	Maths- Task 1 Due 8 th April	English- Satire Due 25 th March Science- Task 2 Due 8 th April	English- Truth and Justice Due 25 th March Maths Due 8 th April

What we love about xsel:

'The best part of xsel is being able to experience interesting and fun subjects. It's great to come to res camp and meet new people from different schools who are learning in the same program as you.' Cossette

"The best thing about xsel is that you work at your own pace. You can choose how fast you work. The synopses are also fantastic! It is really exciting to see our teachers and talk to them. The best thing about res camp is meeting all our teachers and the other kids and staff that are involved in xsel. The jumping pillow at the big4 parklands, which is where we stay, is also awesome!!!!" Eliza

'Independent learning gives us the ability to focus on the areas that we need help in.' Ali

N Griffith

Achievement in a supportive environment

Contact List

Principal

David Lloyd

Deputy Principals

Michelle Barrett

Michael Sloan

Head Teacher Admin

Kylie Winslade (students)

Helene Hamilton (staff)

Year 7 Adviser

Sarah Cooper

Year 8 Adviser

Jo Cormack

Year 9 Adviser

Jenny Wickham

Year 10 Adviser

Narelle Small

Year 11 Adviser

Karen Rogers

Year 12 Adviser

Glen Pearson

Careers Adviser

Jenny Teitzel

School Counsellors

Robyn Flood

Sue Tallis

Sports Co-ordinators

Anthony Wharton

Tegan Dray

PRINCIPAL'S NEWS

Last Tuesday Orange high School proudly hosted a visit from 'Kumar' of 'Masterchef' fame. The activity was part of Senior Citizen week celebrations across Orange and as a result we proudly welcomed senior citizens into our school to share in some extra cooking tips. *From our teaching perspective, Kumar's visit was a wonderful opportunity for our senior hospitality students to learn more about successful culinary creations in a high level pressure cooker circumstance.* As always, visitors to our school commented very positively on the positive nature and conduct of our students from Orange High School. Below are some of our students pictured with Kumar and teacher Lisa Phillips.



Congratulations also to 110 of our Agriculture students who undertook the harvest of grapes from our Vineyard on the farm at Anson Street last Friday. The weather was perfect and the talents of our students shone through with the whole job completed by lunchtime. It was particularly pleasing to see the mature way our students mentored and worked with students from Anson Street School with special needs.



On Tuesday, a meeting of students with concerning levels of attendance was conducted at the Orange Schools Office as part of a plan to ensure increasing high levels of attendance at school. Last year our whole school attendance was above state average and slightly above the region. This year I hope we can make it even higher including the implementation of a range of strategies including the development of attendance plans and strengthening partnership with parents.

Over the next couple of weeks we will be developing a new school timetable to take effect from the start of next. *Due to very large numbers in Year 9, we will be creating an extra class in the core subjects of English, Maths, Science and HSIE and making some other minor changes as required to optimise teaching and learning in other areas.* As part of the new timetable, I would like to make mention of a couple of staff changes. *Best wishes to Mrs Jenny Teitzel and Mrs Shea Atkinson as they prepare for and take up maternity leave. (Mrs Teitzel will finish at the end of term).* As a result Mrs Crane will take on increased dance classes and Ms Hope will fulfill the role as Careers Adviser from Term 2 onwards.

D Lloyd

SCIENCE AND ENGINEERING CHALLENGE

On Monday 4th March, 27 Year 10 Orange High School students competed in the Science and Engineering Challenge at James Sheahan Catholic High School. There were seven schools competing for the science and engineering challenge title. The challenge is an annual event run by University of Newcastle with The Rotary Club of Orange supporting the event and providing volunteers to assist with the running of the actual events on the day.



The event consisted of the students competing in a total of eight events. The schools were broken into eight groups and each group spent either a day or half a day building or designing an object that had to then be tested.

The eight challenges were:

- Electricity – design electric circuits
- The dish – design and build a reflecting dish to receive microwave signals
- Earthquake – design a building that withstands an earthquake
- Hovercraft – design and build a hovercraft
- Catapult – design and build a catapult
- Huff Puff car – design and build a propulsion car that runs on air
- Moon buggy – design and build a suspension car that will work on the rough terrain of the moon
- Bridge – design and build a bridge that holds the most weight

Our team from Orange High School performed exceptionally well coming in second place overall. Our hovercraft team won their challenge overall.

These 27 Orange High School students should be congratulated on not only their achievement of second place in the competition but also on how well they represented their school.

J Wickham

SPORTS UNIFORM POLICY

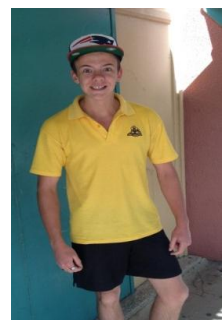
You wouldn't attend a gym in your work clothes or play in a local sporting team without a uniform. Our expectations are no different in PDHPE and sport lessons.

It is important for students to wear their correct PE uniform for all lessons. This is for safety, hygiene and motivational reasons.

The correct uniform includes:

- Yellow sports shirt
- Black shorts/track pants
- Appropriate running shoes (Not Rabens or the like)

Students must change at the completion of practical lessons into their correct school



uniform. Failure to do so will result in a school uniform detention. Recently we have seen an increase in the number of students failing to get changed. This is not acceptable and will result in students being followed up and placed on a detention.

We understand that there are times when the uniform may be in the wash or forgotten. When this occurs we just require a note from a parent/guardian explaining the reason. This will help us identify students who deliberately do not bring their uniform. Text messages during lessons are not an acceptable way of informing the teacher.

Students may wear a white t-shirt if a valid reason is provided in a written note from a parent/guardian but this is only to be done on rare occasions.

Teachers will provide school issued sport shirts for students to wear when they forget to bring a yellow sport shirt. The shirts will be washed after each use.

With the help of parents we will continue to see our students looking smart and prepared for all lessons. We thank you for your support in this area.

Procedures for students out of uniform

Forget uniform once = participate in lesson (with a school issued shirt) and attend a lunch detention

Forget uniform twice = participate in lesson (with a school issued shirt) and attend a lunch detention as well as being placed on a classroom contract.

- Forget uniform three times - participate in lesson, lunch detention and a letter home
- Forget uniform four times - phone call home and placed on yellow level + uniform detention.
- Failure to bring uniform - alternate program during lesson + Uniform detention + HT phone call home.

FACULTY NEWS – INDUSTRIAL ARTS

Year 10 Engineering Co2 Race car Finals Race day Wednesday 12th March 2013. Last Wednesday 12th March saw the culmination of the unit of work in Industrial Technology Engineering with the final race day for the students with a two period double elimination race being held in the school PAC.

Eighteen students model race cars faced the scrutineers and were accepted to compete. Some amazing paint jobs were also entered. The course consisted of a 20 metre straight track and electronic timing, with the vehicles being powered by a single CO2 cartridge. Pressure and enthusiasm built up during the race time as some amazing times and several catastrophic disassemblies were observed.

The victors of the day were Harrison Garlick with a speed of 89.6 km/hr, Joshua Shaw with a speed of 88.56 km/hr, Tino Chitukudza with a speed of 88.46 km/hr and Lachlan Fisher with a speed of 87.48 km/hr. Well done to all competitors



AGRICULTURE

Students studying agriculture have had a positive start to the year. Junior students have been working on their vegetable gardens and completing some basic activities associated with growing plants. Students from year 9-12 have been participating in a range of activities including monitoring the new calves and Kearney's drive and completing activities with their gardens, and assessing the ripeness of grapes until they are ready for harvest.

On Friday the 15th of March students studying agriculture from year 8 to year 12 were involved in harvesting the grapes at Anson Street. This was a very good opportunity for students to experience harvesting grapes and working as a team to complete a large job. I would also like to thank students for the wonderful work they did when mentoring students from Anson St. Most students worked with students to demonstrate the skills needed to



harvest grapes and supported them to carry out the task for a number of hours.

Orange High School students showing off the grapes they had harvested by the end of the day.

Glen Griffith, HT IA

RELAY FOR LIFE

I would like to acknowledge the Orange High School team who participated at the Orange & District Relay for Life on the weekend. The team consisting of the SRC Year 11 and 12 students, organised and chaperoned by the very motivated and community minded Kate Griffen, together with Mrs Chopping, Mr Routh and Miss Townsend (I hope I haven't missed anyone) represented their school proudly and were keen to assist the voluntary organising committee throughout the event. Mention also to all the OHS students and staff (Mr Wharton) who participated in their respective individual teams.

On behalf of the Cancer Council NSW and the Orange & District Relay for Life committee, may I extend our heartfelt thanks to all for their support and efforts. (An official letter of thanks and certificate will be forwarded to the school in the very near future.)

Well done Orange High School, your school and community spirit continues to shine brightly and you have contributed significantly to the Cancer Council's mission to defeat cancer. You are helping to make a difference in, and perhaps even saving, people's lives.

Sandy Ostini, Orange & District Relay for Life

YEAR 12 PARENTS

Half Yearly and Trial Examinations are an important aspect of student learning in Year 12. The assessments provide feedback to students and teachers regarding strengths and areas for further development prior to the final external HSC exams. We have high expectations for student achievement in the upcoming exams.

Year 12 Half Yearly exams are scheduled for weeks 10 and 11 of Term 1 (the final two weeks of this term) from Tuesday 2 April until Friday 12 April 2013. ***In order to maximise learning time, exams for most students this year have been condensed onto 6 days.*** As a result students will continue attending school and learning in regular classes until and including Thursday 4 April. Most students will then undertake their exams between Friday 5 April and Friday 12 April. Only students undertaking a hospitality practical exam, music practical exam and e2 subjects will have exams scheduled outside these times.

As has been custom and practice at Orange High School in the past, students undertaking Year 12 Mid - Course exams have the option of studying at home before and after exams and on any days on which they have no exams scheduled. ***This will only apply to the days between and including Friday 5 April and Thursday 12 April.*** In addition we would like to encourage students to utilise the Senior Study section of the library and/or work in partnership with teachers in their preparation periods as negotiated.

We seek your support in ensuring a strong study and revision focus for the next few weeks in the lead up and during the exams. If you have any questions, please be encouraged to phone or call into the school.

EVERYONE2DAY - EXEMPTIONS

Did you know? You can apply to the Principal for an exemption if your child needs to be absent from school.

Exemptions are not counted in your child/children's end of year absences! Exemptions may be granted for the following reasons and will need to be assessed for approval by the Principal:

Exceptional domestic circumstances (some examples are listed below):

- Flood (or other natural disaster) where the student is prevented from attending school;
- Funerals where the family needs to leave town for a period of time;
- Family holidays during school term subject to being satisfied that this is in the best educational interests of your child;
- Child accompanying sick parent out of town for a period of time for treatment. If the time away is more than a week try to have your child attend the local school through ***short-term attendance*** to ensure your child does not miss out on too much learning.

Other exceptional circumstances such as health of the student where sick leave or alternative enrolment is not appropriate

- Student needing to attend appointments in Sydney, for example, for ongoing treatment;
- The child being prevented from attending school because of an infectious disease which could include whooping cough; measles; impetigo (school sores); influenza; chickenpox; conjunctivitis; gastroenteritis; German measles; mumps; ringworm; scabies and Scarlet Fever.

Employment in the entertainment industry or participation in elite sporting events for short periods of time i.e. for one or two days, and at short notice.

Remember: Exemptions need to be applied for by the parent or carer **prior** to the absence and will need to be approved by the school Principal. If you think your child/children may need an exemption, speak to the principal by appointment or phone call and complete the application form.

Jodie Wilson, Home School Liaison Officer

MEDICAL CONDITIONS

If your child has a medical condition that our school should be aware of eg: allergy, diabetes, asthma please check with your child if they have received an emergency care plan for you to check. You will need to read and make any changes that may be necessary and return it to school as soon as possible.

If your child has not received an emergency care plan and you feel they need one please contact the school on 6362 3444 as soon as possible.

ASSESSMENTS DUE – WEEK 9

Year 7: Music (perf – keyboard) – HSIE, World Geog (skills/research task)
 Year 8: Music (perf – keyboard) – HSIE, World Geog (skills/research task)
 Year 9: Dance (elements of dance, class warmup), PDHPE Mand(writing task), Photo & Digital (traditional photography), Aust Geog (research task Natural hazards), PIPS (fitness test), Japanese Task 1
 Year 10: Photo & Digital (exploring colour), PDHPE Mand (research task), Food Tech (celebration cake)
 Year 11: Anc History (Work of the Archaeologist) – Snr Science (1st hand investigation) – Dance (Practical perf) – Eng Adv (Portfolio of work) Eng St & CEC (TBA) Eng Std (Portfolio) Year 12 Primary Ind, VET (2nd work placement report

STUDY TIPS

Article #2 Put a Support Team Together

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

Have a support team

Parents, family members and friends play an integral role in assisting you during your challenges with the HSC. Your learning increases when family and significant others act as educational partners in your life.

Your family and friends are the “big picture” team members in your education, family members are able to nurture and guide you 365 days a year -- far beyond the twelve 180-day years spent in school.

Most parents want to assist their children in learning, but many are not sure what assistance is most helpful or appropriate. Whether working together on a computer, or helping to develop study habits, parents’ purposeful actions communicate to their children that education is important.

Inform your parents of the education goals you have in each subject. Ask your parents for help to meet your individual expectations, in finding help and support, in preparing for assessments, and developing skills and habits that promote success and life-long learning.

Educate your parents about your learning style, particularly with regard to studying, motivation, test preparation, and other factors that impact learning. Do family, school and community connections make a difference?

When working together, families, schools and communities can successfully make a difference to improve student learning. In fact, evidence from numerous studies confirms families can and do have a positive influence on how well their children do in school. Family involvement appears to have a protective effect on student learning. That is, the longer families stay meaningfully involved in their children’s education, the more likely their children will be successful in school.

Although conventional wisdom and evidence from research confirms the positive influence that families and community groups can have on student learning, experts caution that strong family, school and community connections are just one important aspect of high-performing schools: ...it takes more than engaged parents to produce high student achievement.

Many studies of high-performing schools identify several key characteristics associated with improvement. These include high standards and expectations for all students and curriculum, as well as instruction and assessments aligned with those standards. They also include effective leadership, frequent monitoring of teaching and learning, focused professional development, and high levels of parent and community involvement.

High school students whose families remain involved in these ways make better transitions, maintain the quality of their work, develop realistic plans for the future and are less likely to drop out.

There is a positive and convincing relationship between family involvement and benefits for students, including improved academic achievement. This relationship holds across families of all economic, racial/ethnic and educational backgrounds and for students at all ages.