

NEWSLETTER



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

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29th August, 2013 : Week A

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MINISTERS AWARD FOR EXCELLENCE

Congratulations to Mrs Winslade and Mrs Maksymczuk who last week both received Ministers Awards for Excellence in Teaching from the Minister for Education the Hon. Mr Adrian Piccoli and Director General of the Department of Education and Communities Dr Michelle Bruniges.

Both Orange High School teachers are exceptional educators and thoroughly deserve their awards. The Ministers Award for Excellence in Teaching is the highest award a teacher in NSW can receive and in 2013 only 22 were awarded. Given there are more than 70 000 teachers across the state of NSW eligible, the recognition is indeed prestigious.

Orange High School is the only school in the state to have more than one recipient of the Ministers Award for Excellence in Teaching in 2013, further attesting to the high quality of teaching at our school.

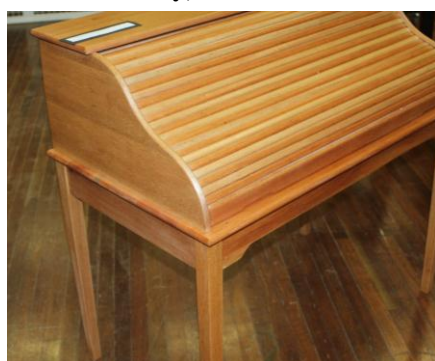




HSC MAJOR WORKS

Orange High School Industrial Technology students have taken a journey in their HSC to produce these amazing projects you see here. The time and care that goes into the process of designing, developing and producing such projects is a task that none of these students would have undertaken in their short life so far. The experience they gain from this project will help these students understand a possible career direction, along with many life skills in mental strength, persistence and personal motivation. These projects are a monumental task and the 4 terms spent on producing these projects have been a very rewarding process for these students. A fantastic effort where all students can be proud of their efforts.

David Boundy, Industrial Arts Teacher



HSC MAJOR WORKS - ART

On Wednesday night the Year 12 Visual Art students presented their HSC works. It was a night to celebrate the achievements of the students and see their finished products. It was a year of hard work.

All the students have worked tirelessly throughout the year. The students, as usual, presented their art in a wonderful array of mediums and techniques. The themes of the works ranged from studying water patterns (ripples) to questioning ideas of Religion and the influence of media in contemporary society.

This year saw a rise in painting and also ceramics. It is always refreshing to see students push beyond their comfort zones. Ms Frost, Ms Coates, Ms Cormack and the entire CAPA staff are very proud of the achievements the students have made this year and wish them all the best in the HSC marking which is to take place in the coming weeks.

We would like to extend the congratulations to the Industrial Arts students who also displayed their final projects. There was a very high standard of workmanship, well done.



J Cormack

PRINCIPAL'S NEWS

The highlight of last week was watching Mrs Winslade and Mrs Maksymczuk receive their Ministers Awards for Excellence in Teaching from the Minister for Education the Hon Mr Adrian Piccoli and Director General of the Department of Education and Communities Dr Michelle Bruniges. The ceremony was conducted in the William Wilkins Gallery at the Departments Head Office in the historic 'Bridge Street Building' in Sydney. Both Orange High School teachers are exceptional educators and thoroughly deserve their awards.

The Ministers Award for Excellence in Teaching is the highest award a teacher in NSW can receive and in 2013 only 22 were awarded. Given there are more than 70 000 teachers across the state of NSW eligible, the recognition is indeed prestigious. Orange High School is the only school in the state to have more than one recipient of the Ministers Award for Excellence in Teaching in 2013, further attesting to the high quality of teaching at the school.

Occasions such as last Tuesday remind us all that the focus of our efforts is teaching and learning. The young people at Orange High School are lucky to have teachers as talented, skilled and dedicated as Mrs Maksymczuk and Mrs Winslade among many other outstanding teachers.



Congratulations to all students who stood for election as 2014 Prefects at Orange High School. It takes courage and inner strength to put oneself forward and risk not being elected. Each of the 24 applicants for a total of 12 places (6 male and 6 female) presented credible speeches on leadership including skills, talents and how each could contribute to the continued development of our school over the next 12 months. The students putting themselves forward for election reflect a variety of backgrounds and views which I think is a very healthy sign. The final composition of the 2014 Prefect Group is currently being finalised and will be published soon. Elected prefects who are interested in standing for election as School Captain or Vice-Captain will present a second speech specifically focusing on their personal leadership attributes to the Student Representative Council and existing 2013 Prefects next Monday. This same body will then vote to elect the successful candidates.

Over the next three Friday lunchtimes, to help celebrate the end of school for our senior students, a staff team will verse students in a game of Volleyball, Netball and Dodge Ball. The events should provide a good spectacle for the rest of the student body and hopefully show the sporting talents and competitive nature of the staff at Orange High School.

David Lloyd, Principal

FACULTY NEWS – MATHEMATICS

Mathletes is a fun and exciting new club the Maths department has started this term. Mathletes is for all students who wish to be challenged outside of the classroom. At mathletes, students compete in teams to see who can solve the most maths problems. We meet every Wednesday at lunchtime in room 113. Be there or be square!

V Presser, Mathematics Faculty

CHESS TIMES

Orange High School had a good chess season this year. On Thursday 22 August, we hosted the quarter finals of the NSW Junior Chess League and versed Kinross Wolaroi School. All the four games were intense and full of well thought moves. Unfortunately, we lost the match on all the four tables. I think this is a part of the game itself. Mistakes are inevitable and chess, like life, is a never-ending learning process. The chess team is looking forward to the last round of the league matches next term. Stay tuned...

Chess and Mathematics: You don't have to be a genius to figure the connection between these two. Chess involves an infinite number of calculations, anything from counting the number of attackers and defenders in the event of a simple exchange to calculating lengthy continuations. You also use your head to calculate, not some little machine.

M Sood, Mathematics Faculty

P&C UPDATE

The Orange High P&C recently applied for a grant through the 2013 Club Grants Scheme and was successful. The grant for the amount of \$2,000 and the P&C is very grateful to the Orange Ex-Services Club.

The money will be donated to the school to assist in the purchase of data projectors with the aim that each classroom will have one in the near future.

ELECTION STALL

PRISM and the P&C will be holding a stall at the school on election day. We will be selling whole cakes, slices etc to take home as well as individual pieces to eat on the run! There will also be tea & coffee available.

Donations of cakes, slices, biscuits would be much appreciated and may be left at the Office on Friday 6th September or dropped at the stall on 7th September.

Remember to vote at OHS and buy a delicious treat at the same time!

ASSESSMENTS DUE – WEEK 8

Year 7: PDHPE wks 7-10 (Fitness-Warmup activity) – Tech Mand, Home Ec (Research task) – Tech Mand, IA (Research task) – Tech Mand, Ag (Research task) – HSIE – World History (Research/IC Task)

Year 8: PDHPE (portfolio – where's your headspace) – HSIE Hist (research/ICT task) – Tech Mand, Ag (research) – Tech Mand, Home Ec (research) – Tech Mand, IA (research) Maths (topic test – Surface & volume)

Year 9: Music (composition), Aust History (in-class essay), Science (Gathering, communicating), Aust Geography (research) – Maths 5.1, 5.2, 5.3 (topic test – Trigonometry)

Year 10: English (creative writing), Science (first hand investigation), Aust Geography (research)

Year 11: Dance (performance, diary and rationale), Textiles & Design (project 2)

Orange High School “A Touch of Class

2013



Join the Year 12 Music Class

HSC Students will perform their examination repertoire. Please show your support. A gold coin donation for entry will be appreciated and a light supper will be provided



Chris Mickle Music Centre – Recital Room

5th September 2013

6:30pm – 9:00pm

Study Skills

Article #37 How To Plan A Physics Exam

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

How To Plan A Physics Exam

So as with the hypothetical English exam described earlier, it would be crucial to work out the different weighting of each standard BEFORE the exam.

For multi-choice exams...

I suggest you have a time plan for these too.

It's really simple – all you need to do is work out how much time you should allocate to each question by dividing the number of minutes by the number of questions.

Then during the exam you should have time checks every, say, 20 or so questions to make sure they're on track.

At 30 minutes I should have done 20 questions, 1 hour I should have completed 40, etc.

The final word

We can't stress this enough – if you get really stuck on a particular question, you need to move on and plan to come back to it later. Feeling stuck on one topic or one question is only going to make you stressed and frazzled, and take very precious time away from further questions.

Article #38 Taking The Exam

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

Read the exam carefully

- If you are given the entire exam at once and can determine your approach on your own, read the entire exam before you get started.
- Look at how many points each part earns you, and find hints for how long your answers should be.
- Figure out how much time you have and how best to use it. Write down the actual clock time that you expect to take in each section, and stick to it. This will help you avoid spending all your time on only one section. One strategy is to divide the available time according to percentage worth of the question. You don't want to spend half of your time on something that is only worth one tenth of the total points.
- As you read, make tentative choices of the questions you will answer (if you have a choice). Don't just answer the first essay question you encounter. Instead, read through all of the options. Jot down really brief ideas for each question before deciding.
- Remember that the easiest-looking question is not always as easy as it looks. Focus your attention on questions for which you can explain your answer most thoroughly, rather than settle on questions where you know the answer but can't say why.

Analyze the questions

- Decide what you are being asked to do. If you skim the question to find the main "topic" and then rush to grasp any related ideas you can recall, you may become flustered, lose concentration, and even go blank. Try looking closely at what the question is directing you to do, and try to understand the sort of writing that will be required.
- Focus on what you **do** know about the question, not on what you **don't**.

Look at the active verbs in the assignment—they tell you what you should be doing. We've included some of these below, with some suggestions on what they might mean.

Article #39 Key Terms

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

Key terms

Information words ask you to demonstrate what you know about the subject, such as who, what, when, where, how, and why.

define —give the subject's meaning (according to someone or something). Sometimes you have to give more than one view on the subject's meaning.

explain why/how —give reasons why or examples of how something happened.

illustrate —give descriptive examples of the subject and show how each is connected with the subject.

summarize —briefly cover the important ideas you learned about the subject

trace —outline how something has changed or developed from an earlier time to its current form.

research —gather material from outside sources about the subject, often with the implication or requirement that you will analyze what you've found.

Relation words ask you to demonstrate how things are connected.

compare —show how two or more things are similar (and, sometimes, different).

contrast —show how two or more things are dissimilar.

apply - use details that you've been given to demonstrate how an idea, theory, or concept works in a particular situation.

cause —show how one event or series of events made something else happen.

relate —show or describe the connections between things.

Interpretation words ask you to defend ideas of your own about the subject. Don't see these words as requesting opinion alone (unless the assignment specifically says so), but as requiring opinion that is supported by concrete evidence. Remember examples, principles, definitions, or concepts from class or research and use them in your interpretation.

prove, justify —give reasons or examples to demonstrate how or why something is the truth.

evaluate, respond, assess —state your opinion of the subject as good, bad, or some combination of the two, with examples and reasons (you may want to compare your subject to something else).

support —give reasons or evidence for something you believe (be sure to state clearly what it is that you believe).

synthesize —put two or more things together that haven't been put together before; don't just summarize one and then the other, and say that they are similar or different—you must provide a reason for putting them together (as opposed to compare and contrast—see above).

analyze —look closely at the components of something to figure out how it works, what it might mean, or why it is important.

argue —take a side and defend it (with proof) against the other side.