

NEWSLETTER



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8th August, 2013 : Week B

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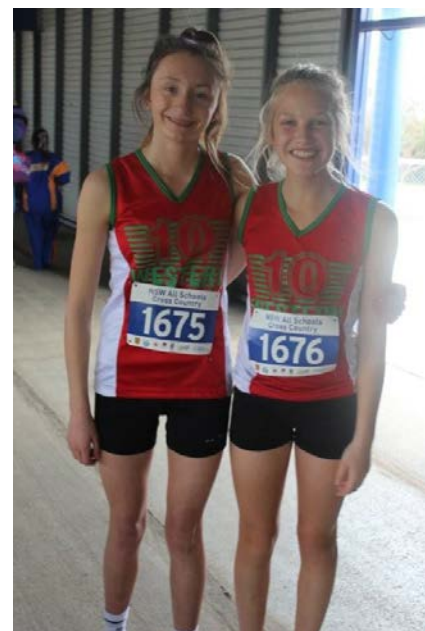
NSW CROSS COUNTRY CHAMPIONSHIPS

The NSW Cross Country Championships were held at Eastern Creek on 19th July 2013. There were approximately 10, Orange High School students representing Western School Sports Association competing at the event.

Bryce Ostini, the resident photographer, was only able to capture a group shot of Toby Westcott (14years), Nikita Campbell (16 years), Courtney Chapman (16 years), Tori Mansfield (14 years), Lauren Kerwick (14 years) and Kyle Ostini (16 years), at the event amongst the masses, together with a handful of individual shots of some the OHS competitors. The students competed in various distances of the gruelling course, 12/13 years secondary 3000m, 14 years and 15 years 4000m, 16 years and 17 years 6000m and 18years + 8000m each had approximately 100 males and 100 females compete in each age category and again all students represented their school and region proudly.



S Ostini



Achievement in a supportive environment

ASSESSMENTS DUE – WEEK 5

Year 7: Science (Cells task)

Year 8: English (creation of a myth) – Science (light waves)

Year 9: Science (first hand investigation), PASS (practical), Marine St (presentation), PDHPE (radio show), Wood Tech (research), Dance (skeletal & muscular systems), Power Tech (research)

Year 10: Dance (composition), PASS (practical)

Year 11: English Ext 1 (research, planning & presentation), Biology (field study & class test), CAFS (research essay), Business Studies (business plan for an SME)

Year 12: Trial HSC exams

PRINCIPAL'S REPORT

Yesterday was an exciting day with our musicians having their first access to the new Music Performance space. The building is the result of a strong vision that has been many years in the planning. It was amazing to see the dream finally become reality.

There is no doubt the acoustic design of the building is of an extremely high standard. Sounds from the concert band, flute ensemble and many individual

musicians, bought the space to life. Staff and students were certainly overcome by the 'wow' factor as the music reverberated beautifully throughout the building.



There are some minor internal details to finalise including a final wall paint and floor polish. We are assured that the external panels will be in place by the end of next week and the landscaping will be well underway.

The P&C welcomes and encourages any parents keen to have a look to come next Wednesday night at 6.30pm. Meet us in the Music Performance Space which can be accessed directly off the main car park on Woodward Street.

Congratulations to our Senior Debating Team consisting of Beth Clarke, Megan Kempson, Abbie Spencer and Isabella Bankovic in the recent Mayors Cup debating competition. I understand our teams did an exceptional job.



Congratulations to all of the current Year 6 and 8 students undertaking interviews for our new Gifted and Talented classes next year. The team of teachers doing the interviews are extremely impressed with the wide range of individual student talents and also their articulate way of speaking and their determination to succeed at high levels. To see such levels of motivation is inspiring as an educator and we look forward to working with all students to achieve their dreams.

Congratulations to Year 12 who have narrowly achieved the highest attendance statistics for Term 2 narrowly edging out Year 7 last term. The final results for Term 2 2013 are

Year 7 - 92.68 Year 8 - 92.22 Year 9 - 89.73 Year 10 - 88.79 Year 11 - 90.25 Year 12 - 92.79

It is terrific to see a senior year group lay out the challenge for the junior years. There is no doubt that there is a direct relationship between attendance at school and the achievement of learning outcomes. I look forward to sharing the results for this term (Term 3) early next term.

D Lloyd

P&C MEETING

The next P&C meeting will be held on Wednesday 14th August at 6.30pm in the Science rooms.

Anne Roth, Secretary OHS P&C

LIBRARY**STUDY SKILLS TIP FOR AUGUST – Internet Research**

Do you waste hours on the Internet when you are researching for an assignment? Here are our top 10 tips to be more effective and efficient in your research.

1. **REQUIREMENTS:** Before you start, review all the info about the assignment carefully. What have you been asked to do? What are the main points or requirements? What guidelines or directions have you been given? Do you understand the task? Is there anything you need to ask your teacher about? Spend around 10 minutes on this. Highlight key words, try and paraphrase in your own words.
2. **BRAINSTORM:** You need to decide what you are going to research. Spend around 20 minutes on your initial brainstorm. Write a list of the different areas you will need to include in your assignment. For each section brainstorm topics or phrases that might help you narrow your research. Pay particular attention to any marking criteria you have been given. If you know absolutely nothing about the topic, you may like to spend 5-10 minutes in Wikipedia to give yourself a bit of background and overview. While many schools do not want you to use Wikipedia as a reference in your assignment (as it is not always a reliable or expert source to quote from) it is a good way to get an overview about the main points and to generate some thoughts on what you may need to research.
3. **PLAN:** You need to work out how much info you will need for each section of your assignment. There is no point collecting pages of information on a point if you only need to write a paragraph. Look at the word or page limit for the assignment. This may vary depending on the format of the task. For each section, work out roughly how much information you will need for that section and write this down on your brainstorm list. This should only take 10 minutes. You may also want to write your list of what you need to research, the key words or phrases and amount of info needed out again neatly so you can have it by you when you start your research on the computer.
4. **FEEDBACK:** Show someone your initial plan before you start researching. A parent, a sibling, your teacher – just get someone to have a quick look to make sure you haven't missed anything obvious or misinterpreted the assignment. They may also suggest other lines of enquiry for you to explore.
5. **BROADEN SEARCH:** Don't forget that there are other places to research apart from the internet! Libraries, books, magazines and newspapers. Your librarian might also know about certain databases you could access. You may know people who are experts on the topic. Don't always go straight to Google.
6. **INTERNET SEARCHES:** Many students waste a lot of time as they do not know what they are looking for! Well you have a plan, so you will start with the first item on your brainstormed list. Remember to put "exact phrases" in quotation marks. Try other search engines apart from Google as they may show different results.
7. **BE SELECTIVE:** When the search results appear on your screen, do not just click on the first link. Take a few moments to look at where the links are from (eg. National Geographic? A blog?). Think about which ones seem more likely to a) answer your assignment question and b) be from a reputable source (such as an expert or authority). Read the few lines of information underneath each link. Many students waste a lot of time as they just click at random. Make an assessment before clicking. You may also look at more than just the first page of results. Also assess your search terms. Did the search engine find the sorts of things you were looking for or should you modify your search terms before clicking on a link?
8. **ASSESSING INFORMATION:** When you find information that looks useful, you need to decide if the source is reputable. Who is the author and what are their credentials? What sort of organisation has created the site? Can you tell anything from the URL of the site? When was the site last updated? Who is the target audience of the site? Where has the information come from? These are just some of the questions you need to ask yourself when you are critically evaluating a website.
9. **RECORDING INFORMATION:** If you find information that is useful, you need to record this information. You have two main options. You could print out the information so you can highlight it. Or you can cut and paste the relevant information into a word document or a program or app like Onenote or Evernote. If you take the second option, make sure you collate the information under your list of headings that you created when brainstorming.
10. **RECORDING REFERENCES:** If you print the information, make sure the following is on the page and if not then write onto the page: the title of the source, the author, the publisher, and place and date of publication. This is your preliminary, or draft, bibliography. If you are cutting and pasting into a program, make sure you also have this info and it is linked to the correct content! You will need this for your bibliography and to ensure that you do not plagiarise when you start writing your assignment.

Cheers, **Prue Salter, Enhanced Learning Educational Services**, www.enhanced-learning.net

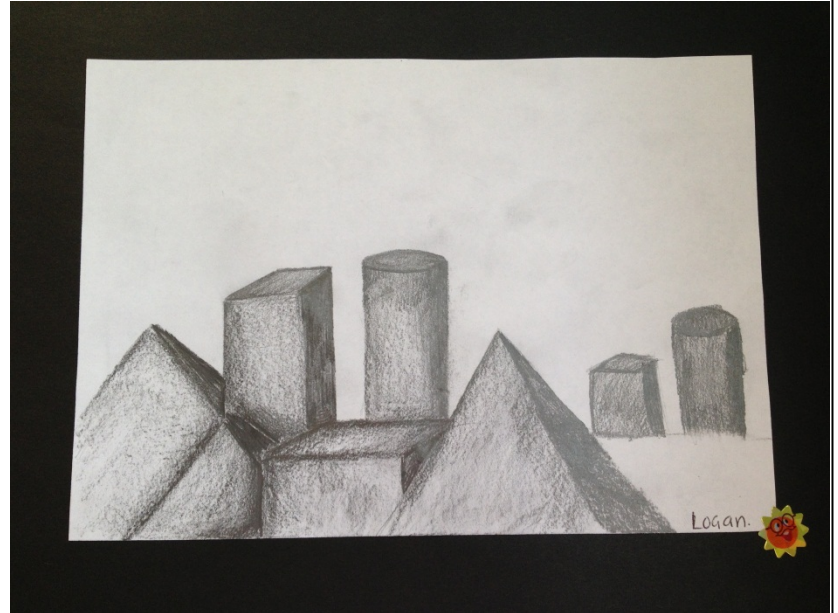
You can learn more in the Research Skills unit on www.studyskillshandbook.com.au. Next month's tip will cover how to start writing your assignment. Our school's subscription details to www.studyskillshandbook.com.au are – Username: oranges, Password: 18success.

H Michell

All our students have come back with a great deal of enthusiasm for learning this term and have continued to produce excellent results in many fields including Cooking and Music.

Students in both classes have demonstrated sound results developing their understanding of 3D shapes in the world, and have completed 3D drawings and work to a very high standard.

We are coming to the end of our study on Ancient Rome. All the students have enjoyed learning about Roman warfare, torture and Gladiators. They have learnt about the training and challenges faced by soldiers in the Roman Army and what a gladiator needed to do to earn his freedom. They also discovered that there were female gladiators in Britain over 2000 years ago!



A child's drawing of a Roman soldier is mounted on a red door. The soldier is depicted wearing a red tunic, a black helmet with a red crest, and a large brown shield with a yellow and red flame-like design. He holds a large black sword in his right hand and a brown pikeaxe in his left. The background of the drawing is blue with white clouds. Several informational text cards are placed around the drawing: a red card at the top left, a green card at the top right, a white card on the left, a blue card at the bottom left, and an orange card at the bottom right. The door has a silver handle on the left.

YEAR 7 AND 8 SCIENCE ASSESSMENT

For your Information: All the of classes in Years 7 - 10 have recently been given a copy of all the assessment schedule for Semester 2 2013. More details about each individual task will be given to students later in the term. (see attached).

Year 8 Science Assessment Schedule – Semester 2, 2013

Task	Date Due	Weighting towards report	Description
1	Week 5 16 th August 2013	30%	First-Hand Investigation
2	Week 9 Friday 13 th September 2013	30%	Research task and communicating information
3	Week 4 Term 4	40%	Yearly Exam

Task 1 – First-Hand Investigation

This task is to complete a practical investigation. This investigation is to assess student's individual skills in completing an individual investigation a topic of their choice. Guidelines will be given to follow but this investigation **must** be conducted individually and students must complete a full scientific report.

Task 2 –Gathering and Communicating information

This assessment task requires students to read information about energy in common drinks and answer questions to communicate their understanding of that information. They may also have to present information in an appropriate manner.

Task 3 –Yearly Exam

Areas of learning include Mythbusters (Investigating science), Energy in life and Electricity in the home

This exam covers all the material taught during the second semester of the year and can also include assessment of student's ability to conduct practical investigations.

Year 7 Science Assessment Schedule – Semester 2, 2013

Task	Date Due	Weighting towards report	Description
1	Week 5 16 th August 2013	30%	Research task and communicating information
2	Week 10 Wednesday 18 th September 2013	30%	First-Hand Investigation
3	Week 4 Term 4	40%	Yearly Exam

Task 1 – Research task and Communicating information

This assessment task requires students to research information about the structure of cells and common components of cells. This information will be presented in an appropriate manner to communicate the structure of plant and/or animal cells.

Task 2 – First-Hand Investigation

This task is to complete a practical investigation. This investigation is to assess student's individual skills in completing an investigation on the effects of friction on moving objects. Guidelines will be given to follow but this investigation **must** be conducted individually and students must complete a full scientific report.

Task 3 –Yearly Exam

Areas of learning include Science in the Backyard, Friction and the Solar System

This exam covers all the material taught during the second semester of the year and can also include assessment of students ability to conduct practical investigations.

Year 9 Science Assessment Schedule – Semester 2, 2013

Task	Date Due	Weighting towards report	Description
1	Week 5 16 th August 2013	30%	First-Hand Investigation "Properties of Elements"
2	Week 8 Friday 6 th September 2013	30%	Research task and communicating information
3	Week 4 Term 4	40%	Yearly Exam

Task 1 – First-Hand Investigation

This task is to complete a practical investigation in class and use this information to complete a written assessment. This task is to assess student's individual skills and how to conduct an appropriate first-hand scientific investigation. Guidelines will be given to follow and students must complete a test of how to conduct a scientific report.

Task 2 –Gathering and Communicating information

This assessment task requires students to read information about earthquakes and to use this information to solve problems associated with earthquakes. They may also have to present information in an appropriate manner.

Task 3 –Yearly Exam

Areas of learning include Chemistry and the Atom, Geology and Plate Tectonics and Resources

This exam covers all the material taught during the second semester of the year and can also include assessment of student's ability to conduct practical investigations.

Year 10 Science Assessment Schedule – Semester 2, 2013

Task	Date Due	Weighting	Description
1	Week 7 August 2013	30%	Gathering and Communicating – Biology
2	Week 8 Friday 6 th September 2013	30%	First-Hand Investigation
3	Week 4 Term 4	40%	Yearly Exam

Task 1 - Gathering and Communicating – Biology

The Assessment task requires students to answer questions based on stimulus information. Students will be given 3 separate sections, an information sheet, a question sheet and an answer sheet. This task will be completed at school in week 7 on a given date by the classroom teacher.

Task 2 – First-Hand Investigation

Your task is to complete a practical investigation over the term. You will be given some guidelines to follow but you **must** conduct this practical at home and type up a full scientific report. Included students must also give a 2 minute speech about their investigation to the class.

Task 3 – Yearly Exam

Assesses Rocks and Fossils, Biology and Technology.

Study Skills

Article #27 Exams - Practising

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

Practising Short-Answer and Essay Questions

For many students, writing out the answers to practice questions is an essential part of preparing for these types of exams. Listed here are ideas for how to create and use practice questions before the exam.

- Begin by reviewing your notes from lectures, seminars, and the textbook, as well as any course notes provided online, and creating summary or study notes.
- Formulate questions based on the different categories of questions discussed above. Use old midterms, your course outline, study partners, and your lecture and text notes to help you predict and create possible short-answer or essay questions.

Create outlines to answer your possible questions. Choose a definite argument and organize the supporting evidence logically.

- Try using mnemonics or other techniques to help you remember your outline.
- Practise answering your questions within a limited time frame. Try to budget your time according to how much time you think you will have for each question on the exam.

Arrange a study group to discuss possible questions and key issues or concepts from the course. Choose group members carefully to ensure everyone is motivated to participate. To make the group even more effective, everyone should be at about the same point in their preparation for the exam.

Article #28 Exams – Exam Success

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

Secrets of Exam Success

A good essay is easy to read when the ideas are clearly expressed and logically organised. The writer also demonstrates familiarity with important issues and concepts relevant to the topic.

Most importantly, a good essay offers the reader a succinct response to the essay question in the form of a reasoned and well-organised argument.

It is not easy to write a good essay and even more difficult to write a good essay under exam conditions.

Preparation and rehearsal are vital. Students sometimes feel that it is not possible to plan for essay writing in exams because they won't know what the topic will be until they see the exam. This is a mistake. You can and should plan for what you will do in the exam by practising writing essays for exams as early as possible.

Article #29 Exams – What do Examiners look for?

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

What do examiners look for?

Essays are a common form of assessment at university level because they can be used to assess a range of skills as well as subject knowledge.

Writing essays under exam conditions is quite different to 'normal' essay writing, however. Generally, you will not have access to source material or notes; you have only limited time to reflect on the

question and plan your response; there is no time for re-drafting or major editing.

Fortunately, examiners take these factors into account.

They will not expect a perfectly crafted piece of writing; they will not expect extensive referencing; they will not expect arguments to be as well-structured and supported as in an assignment-style essay. Some teachers will give you explicit guidelines about what they are looking for in exam essays. If such information is not available, however, assume that examiners are looking for and evaluating the following:

Has the question been answered? Marks will be allocated for certain pieces of information you have included and for the depth of your discussion. No marks can be awarded if you don't answer the question, no matter how interesting your response.

Knowledge of the subject area: Demonstration of understanding of the concepts, theories and issues explored through the course. Critical thinking skills: Have you made connections and comparisons between different arguments, interpretations or fields? Have you evaluated the merit or strength of particular theories or pieces of evidence?

Ability to produce a reasoned and organised written argument: The 'argument' is the thread holding an essay together. An essay should adopt and argue for a particular position in relation to an issue, a question or a contention. Examiners will be evaluating the clarity, comprehensiveness and structure of your argument.

Reading and reflection: Have you systematically reviewed the materials used in the course or have you occasionally skimmed the essential reading for tutorials?

When reading, have you compared authors, studies and results and identified connections, relations and counterarguments?

All these things will be apparent in your essay.

Written communication skills: Grammar, sentence construction, expression, punctuation and spelling – even handwriting – all contribute to the clarity of your essay. Whether or not examiners are looking at written expression specifically, it will influence your final result.

Where can you improve?

Reflect on your strengths and weaknesses. Use the criteria above to identify which areas of essay writing you need to improve most. Do you know enough about the subject? Have you read and analysed the essential material? Do you need to work on your written English or your construction of written arguments?

Prepare yourself

Find out what you will be expected to do in the exam:

- How many essays must you write in the exam?
- How many marks will each one be worth?
- Will you have some topic choice or have to write on any and all topics covered by the course?



An Australian Government Initiative

A TO Z FAMILY LITERACY AND NUMERACY IDEAS

**national literacy
and numeracy week**

Here are some ideas and activities for building and encouraging your child's literacy and numeracy skills:

- A**sk your child to weigh and measure ingredients for your recipes both in the supermarket and at home.
- B**anking and interest rates could be discussed; how budgets work at home and in the workplace.
- C**reate a special reading place in your home with your child's favourite books within easy reach. Let your child help decorate it with patterns, shapes and designs.
- D**emonstrate how to calculate the amount of ingredients when you want to change a recipe.
- E**ncourage estimating skills, such as predicting how long a journey will take; how long it takes to set the table; how long it takes to walk the length of your street.
- F**amily joke journals can be created by interviewing family members and writing down favourite jokes. Perhaps publish them in a word document.
- G**ive time to reading aloud to your child, no matter how proficient he or she may be.
- H**ave a new word each hour for a week to develop your child's range of words. How about doing this in both your home language and English? Make a game of it.
- I**nvolve your child in everyday conversations. Ask his or her opinion and reasons for answers.
- J**oining the Premier's Reading Challenge really encourages reading, spelling and vocabulary skills.
- K**eep teenagers of all ages reading and writing. Give them magazines and newspaper articles about things that interest them: sport, music, fashion, TV and computers.

Let your child count out the change when making a purchase. Reinforce the importance of numeracy in everyday life whenever you can.

Measure things around the home: the difference between a towel, a hand-towel and a face cloth; the size of your dining table; the amount of food for your pet each day and calculate how much it eats in a week.

News and documentaries on TV and in the newspaper are excellent opportunities to develop talking and listening skills by discussing significant issues or events.

Organise a children's book club or board game club with friends in your neighbourhood.

Play games such as *Monopoly*, *Snakes and Ladders*, dominoes or cards. Using two dice instead of one when playing board games can help with addition and subtraction.

Questions that only require a "yes" or a "no" are boring. Ask ones that need a longer answer or require your child to give reasons for a decision.

Remember that children learn by example. Think how you can set positive models of literacy and numeracy at home. Teach your child how to measure in your home language.

Sport offers opportunities for exploring literacy and numeracy. Calculate scores. Write a letter of encouragement to a sportsperson. Listen to sports programs and discuss the scores, angles of shots and probable results. Discuss camera shots and effects.

Turn off the TV for a while and talk to your child in your home language about some of the issues in the TV programs or things that have recently happened in society.

Use the computer as a research and learning tool. There are many sites to help your child practise his or her skills. Use it as a dictionary, a thesaurus or to check spelling.

Viewing films and talking about any issues will greatly expand your child's thinking.

Working out how much time it takes to do things or go somewhere using a timetable will give your child opportunities to calculate.

X-ercise your mind like a muscle! Let your child see you calculating things without a calculator.

You are the key to improving your child's literacy and numeracy skills. Place a high priority on them in your home.

Zip up to your local library with your child and borrow books, magazines and listening tapes.