

WELCOME TO TERM 4!

PRINCIPAL'S REPORT

The end of Term 3 is always a special and reflective time of year as we farewell our graduating Year 12 class. Finishing school is a huge achievement for any young person but it is especially so for our students. Many come to us never expecting to graduate Year 12 and having experienced tough challenges or exclusion from the mainstream educational system. For these students, NGC represents a fresh start, a second chance and the opportunity to approach school from a new and empowering perspective. To watch our young people grab that opportunity with both hands and back themselves enough to achieve such an important milestone makes us incredibly proud.

I want to extend a big thank you to everyone who made our graduation ceremony and formal such fabulous events. It was wonderful to welcome NGC supporters and our young people's family members to watch our Year 12 students be rewarded for their hard work and resilience.

In my speech to our graduates, I spoke about a concept that I think is relevant for all of us, especially when we find ourselves feeling 'stuck'. Often, we assume that we need to feel motivated in order to do something; starting an assessment task, having a hard conversation, exercising or solving a significant social challenge in our communities. Because of this, when we don't feel that spark of inspiration or when something feels insurmountable, we might end up procrastinating or scaring ourselves with 'what if' scenarios. But author Mark Manson flips this idea on its head. He talks about how just doing something and taking ANY action - no matter how big or small - is what actually makes the difference. By taking one step forward, we create a sense of momentum and it is this feeling of progress that inspires and motivates us to keep going.

We know that achieving anything worthwhile often doesn't come easy, whether it's committing to a friendship, finishing school or learning a new skill. So rather than trying to convince ourselves that we have to feel 100% good, qualified or ready to pursue a challenge that is important to us, the DO SOMETHING principle reminds us that we can just get started. Even if we feel anxious or uncertain, all that matters is that we have a go...and in doing so, we usually end up surprising ourselves with what we are capable of. I'd love you to think about something in your life right now that you might be putting off until 'the right time' or when motivation happens to strike. How could you make progress TODAY, even in the smallest way?

I look forward to seeing you all back at school on Monday 14th October for Term 4!

Andrea, NGC Principal





2024 Term Start and End Dates

TERM	START	FINISH
4	Monday 14 October	Thursday 12 December

Term 4 Dates for the Diary

HSC Commences	Tuesday 15th October
Envision Eye Care Tests	Monday 25th & Tuesday 26th November
Christmas Celebration/Last Day of School	Thursday 12 December

Deputy Principal Update

Wow, the past ten weeks have felt like one of the busiest terms on record! As we close out Term 3, we celebrate that Year 12 have finished their final year of school and their educational journey overall. I would like to extend a huge congratulations to our graduating class and encourage them to study hard in the lead-up to their HSC exams. For those students who are not pursuing the HSC pathway and are now seeking training and employment pathways, I wish you the best of luck in finding work that you enjoy and excel at.

Moving forward into Term 4, we will be implementing one major change around the use and carrying of mobile phones during class time. Students will now have to hand in their mobile phones/devices as they enter their main classroom, which will be placed in lock boxes and returned to them during break times or end-of-day. The reason for this change is that we are finding students increasingly distracted and unable to moderate their phone use when it is readily available and on their person, which is resulting in calls being taken during class time.

If at any time, parents/caregivers are wanting to speak with their young person during class times, we encourage you to contact the school office on 4343 5000. We can then pass a message onto them to contact you during break time or if urgent, call using the school phone. If a student is refusing to hand in their phone at the start of each period, they will then be prompted to hand it in to someone on the Leadership team, resulting in losing access to the device for the full school day. If they refuse again, parents/caregivers will be notified and students will be sent home for the day, with the hope that they will try again afresh tomorrow.

I hope everyone has had a great break and is ready for our final term for 2024, commencing Monday 14th October.

Cameron, Deputy Principal



Programs and Student Support Update

Thinking back on Term 3 inevitably causes me to reflect on the journeys of some of our longest-serving students, who have just graduated from Year 12. It really is a privilege for us staff to see the growth of the young people that stick with us from Year 9-12. The Class of '24 includes some key members of our NG Band. While it's sad to farewell them, the upside is that Term 4 is a great time as any for students to come along and join in our jam sessions (Tuesday and Thursday lunch in the Cultural Space). No experience necessary! For Term 4 Standing Strong, the boys will be progressing with the renowned Top Blokes Program, while the girls will continue the Girls Talk sessions that Lee T and Caroline introduced in Term 3 (with help from Kylie J and Jade). We also have some epic Cultural Ed and OREC activities planned as the weather warms up. Bring on Summer!

Rick, Programs Manager



Girls Talk was designed for our female students to gather and talk about a variety of issues that affect them, without judgement. Throughout the program so far, we worked through some of the Resilience, Rights and Respectful Relationships learning materials which are created for secondary school teachers and support staff to use with young people. Some of the topics we have covered so far and will look to cover throughout Term 4 include understanding what makes a healthy relationship, developing positive coping mechanisms and stress management and problem-solving techniques, discovering personal strengths, practising emotional literacy and exploring gender and identity. We have had many excellent conversations where students have shown great respect, honesty and a desire to improve their relationships, and we are looking forward to more of the same in Term 4.

Caroline, School Counsellor

We have been lucky enough to book Envision Eyecare to come to NGC in Week 7 of Term 4 (Monday 25th and Tuesday 26th November). There will be two optometrists in attendance, who will be doing free eye health check ups. Excitingly, these will be for not only our NGC students, but their siblings as well. While there is no cost for the test, we do require parent/caregiver permission and Medicare details. A permission slip will be sent out via the Parent Portal and in hard-copy form and I encourage you to return these as soon as you can. If glasses are required, they are available for around \$99 but if the student's family have a 'health care card', they can access both the test and the glasses for free. The estimated turn-around time from check-up to receiving glasses will be approximately two weeks.

Lee T, Case Manager

In Term 4, a small group of students will continue to take part in our MacqLit Reading Intervention program established in Term 3. MacqLit is an intensive intervention designed for older readers and is an evidence-based approach to teaching the science of reading. These interventions are highly structured, repetitive and sequenced, suitable for all students (including those with dyslexia!) and allow for ongoing monitoring of participants' progress. Several students who took part in the program in Term 3 demonstrated measurable gains in their reading fluency and words read correctly per minute. One particular student amazed us all when they gained the equivalent of an entire academic year of improvement after just two weeks of intervention!

If you are interested in learning more information about this wonderful program or would like to discuss your young person taking part in the interventions, please reach out to us at school! Thank you to all of our participants for getting on board with the program in Term 3, and believing in yourselves as life-long learners.

Jade, Inclusive Education Teacher

English

Stage 5 English: Stage 5 English students will be studying a new subject this term called Introduction to Science Fiction. They will learn about the history of the genre, study a Sci-Fi film and try their hand at writing their own Science Fiction short story.

Preliminary English: Year 11 students will finish Preliminary English Studies with their completion of the Local Heroes module. In Week 5, they will start their Year 12 journey and take on HSC English Studies. We will be studying the Common Module, which is mandatory for all NSW students. It is called Texts and Human Experiences.

HSC English: Saying goodbye to a class is never easy, but it has been especially hard in the case of our graduating Year 12 class this year. Our four graduates will be taking their HSC examinations at the start of Term 4 and then moving on to their chosen life and work pathways. I would like to extend some extra good luck to Blake as he heads off to university to program computer games. Best of luck to all these fantastic young people, you will be missed.

Kirk, English Teacher

Maths

Stage 5 Maths: In Term 4, we will be exploring the world of data and probability. Students will learn about the ways data and statistics are collected and displayed in various forms, depending on the audience and data type. They will also consider how to determine the probability of an event occurring and master new terminology to discuss probability in a practical way. Students will be exploring these topics by utilising games and real-world scenarios.

Preliminary Maths: Year 11 will be continuing our Term 3 unit and exploring how probability is integrated into decision-making. Students will be learning ways to map out probability in their daily lives and use this information to make an informed decision. In Week 5, they will then progress onto the HSC course and begin a Financial Mathematics unit.

Kat, Maths Teacher

History

In Term 4, students will complete their study of World War I and World War II with an in-depth exploration of the Holocaust. This is the first time that this course will be taught at NGC. We will have the opportunity to visit the Jewish Museum in Sydney, as well as read excerpts from The Diary of Anne Frank and Elie Wiesel's 'Night'.

Kirk, History Teacher

Geography

Stage 5 will be continuing our study of sustainability, with a focus on palm oil and the effects of this product on the environment. Students will have the opportunity to visit Taronga Zoo and attend a workshop on sustainability. Here, they will learn about the variety of animals cared for at the zoo and how they can help to keep their natural environments thriving.

Kat, Geography Teacher

Science

Stage 5: Stage 5 Science students have engaged well in the Global Systems and The Universe units of work. Many presented informative powerpoints on the management of environment issues for their Assessment 3 task. Moving into Term 4, they will complete a mandatory Student Research Project, where they will undertake a hands-on practical investigation and write a scientific report, combining both mathematical and science-related skills. These investigations will relate to one of the topics they have studied or an area of personal interest. The task will be worked on during both Maths and Science lessons in Weeks 2 and 3 of Term 4 and marked by both teachers, following the criteria for their own subject.

In Week 4, we will start the Ecosystems unit. Students will learn about how interdependent organisms and the physical components of a natural environment greatly affect its quality and sustainability. They will also investigate ways that Aboriginal and Torres Strait Islander cultural practices and knowledge of the environment contribute to the conservation and management of sustainable ecosystems. Students will finish the term by researching a Human Body System of their choice and sharing their findings with the class.

Preliminary Investigating Science: Our Year 11 Prelim Investigating Science students have completed most of the Module 4 unit, which involved comparing and contrasting Theories and Laws. Following this, the final activity for Year 11 will be a Module 4 Depth Study where they will demonstrate the investigation skills they have developed during their Preliminary course.

In Week 4, these students will begin their Year 12 HSC Investigating Science course. Their first unit is Module 5: Scientific Investigations. The students will learn that the experimental method is a dynamic process influenced by initial observations and new evidence and unexpected results that arise from an investigation. They will explore the importance of accuracy, validity and reliability in both practical and secondary-source investigations and how feedback can be used to refine the design of their experiments. We will have several excursions to Gurrakool, where students will undertake their own investigations relating to animal welfare. This includes collecting, recording and analysing primary data and presenting findings as a Scientific Report.

HSC Investigating Science: Congratulations to the current Year 12 HSC Investigating Science students who have successfully completed their HSC course. Their Trial Examination results were impressive. In preparation for the final examination on the 25th of October, I encourage students to study the workbooks and complete the past HSC papers available on Google Classroom to assist their revision.

Janice, Science Teacher

PDHPE and SLR

Stage 5 PDHPE: Stage 5 will begin the unit 'Mental Health and Healthy Lifestyles' in Term 4. This focuses on strategies to support our mental health, including positive relationship-building, cultivating self-esteem and developing strong nutrition, exercise and self-care habits. Students will research a broad range of key health issues and environmental factors that can impact a young person's health and decision making. They will then design and implement strategies that can support them - and others in their lives - when faced with these potential challenges.

Year 11/12 SLR: We will continue the Year 11 SLR course for the first four weeks of Term 4, progressing through the Fitness unit. This includes learning about the nature of fitness, distinctions between fitness and physical activity and specifics of fitness programming and safety considerations for groups and individuals.

From Week 5 onwards, students will be beginning their first Year 12 unit called 'Module 1: Resistance Training'. This involves identifying and developing methods to build strength and stimulate muscular contraction of major skeletal muscles. Building off this knowledge, students will then explore different training strategies and resistance programming, including adding callisthenics to their repertoire.

Mike, PDHPE and SLR Teacher

Industrial Technology/Automotive

In Term 4, Automotive students will complete small fabrication jobs, before moving onto larger-scale projects where they will learn how to cut with an angle grinder and weld using a Mig welder. Students will also be removing and rebuilding the two engines in our workshop.

Cameron, Automotive Trainer

Vocational Education and Training Updates



1. Visit to AISNSW Wingara Leadership Day:

On Monday 26th August, Bianca, Tamika, Sylus and Zac attended the AISNSW Wingara Student Leadership Day. This was held at Western Sydney University's Bankstown Campus, with Aboriginal and Torres Strait Islander students from all over the state in attendance. The theme was 'dhurali warungad - Empowering Aboriginal and Torres Strait Islander Student Aspirations and Leadership through Culture and Identity'.

The students had the opportunity to:

- attend four cultural workshops: Waganha Traditional Dance, Yurbay Buwanha (Grow Seed), Our Role as Ancestors, and Dhurranymay (Leader) Leadership Discussion
- browse the stalls; talking to TAFE, Western Sydney Uni, Career Trackers and TAL
- enjoy the student leadership dinner. This was MC'd by Luke Carroll, and included presentations from the National Indigenous Youth Education Coalition and a current WSU student about life at uni

It was a very positive experience for our students, who participated actively and constructively in the workshops. I hope that next year, the organisers do more to promote connections between students of different schools as this would create additional benefits for young people attending.

2. Visit to NIDA's Makers and Creators Day

On Wednesday 18th September, Max, Jaxon, Anika, Lyndon, Mon, Nicoli and Sophie visited the Makers and Creators Day at the National Institute of Dramatic Art (NIDA). The students attended workshops on Set Construction, Design, Props, Costumes and Make-up. The Props workshop was a real highlight, where we were treated to a tour and ear-full of information and insight from a very passionate (and very tall) first-year Props student.

Learning more about how NIDA's courses operate was very interesting and the workshop spaces reminded me of our VET facilities at school. I think NIDA's practical approach to learning would suit those of our students who are creative and love making things. Unfortunately, the workshops themselves were not particularly practical; in Mon's words "It was a talk fest", which was a little disappointing. I have let NIDA know this feedback and they have assured me that next year will be a more practical event!



3. Year 12 Student Completions and VET Awards

Congratulations once again to our Year 12 students for all their hard work to achieve their VET results! Their Qualification Certificates or Statements of Attainment will be forwarded to the students after their exams.

Special mentions go to those students who were recognised at the VET Awards, held by The Skill Engineer:

- Blake, who won the Construction Work Placement Award out of all the schools entered
- Dracon, who was a Finalist for his Hospitality Work Placement
- Miranda, who was a Finalist for her Construction Work Placement

4. Year 11 2025 VET Subject Choices

I have now surveyed all but one of our current Year 10 students regarding their VET subject choice for Year 11 next year. I will be contacting those parents or carers I have not yet spoken with to discuss the survey results. Information on their options will be sent to students and parents/carers in the first week of Term 4. Please do not hesitate to contact me if you have any questions about this process.



5. Upcoming Career-Related Events

Taronga Zoo Work Experience. Applications open Week 1 of Term 4. See me if you would like to apply.

Childcare TAFE Taster Day - Ourimbah TAFE. Monday 28th October 2024 - 9.30am to 2pm. [Register here.](#)

TAFE Engineering Information Session - Online. Monday 20th January 2025 - 5.30pm to 6.30pm. [Register here.](#)

ADF Information Sessions - either Newcastle or online (all sessions below held 6pm - 8pm)

- Defence Careers - Wednesday 2nd October. [Register here.](#)
- A Night in the Army Reserve - Tuesday 15th October. [Register here.](#)
- Engineering Careers - Tuesday 22nd October. [Register here.](#)
- Newcastle Gap Year - Wednesday 23rd October. [Register here.](#)
- Defence Careers - Tuesday 5th November. [Register here.](#)
- Air Force Careers - Wednesday 13th November. [Register here.](#)
- Submariner Careers - Tuesday 26th November. [Register here.](#)

Anthony, Vocational Programs Manager