

# WELCOME TO TERM 3!

## PRINCIPAL'S REPORT

Wow! What an exciting and busy Term 2 we had. Our team have been working hard behind the scenes on projects that celebrate our school's achievements and pave the way for future growth. I would like to share a few of these with you below:

### Our Decade of Disruption event:

On Friday 31st May, we held our 10 year anniversary event with the NGC community. It will go down as one of the highlights of our history and that is all thanks to the incredible people who joined us! With the Green Central site looking its very best, we brought together current and former students and staff, our Board Directors, family members, parents and gorgeous babies, community partners and valued NGC supporters. It was so fitting and special to mark this milestone with many of the people who have walked this journey with us (acknowledging there were plenty more who couldn't be with us on the day).

Everyone was buzzing with excitement and nostalgia, as they enjoyed some delicious food and drink, an Acknowledgment of Country from Year 12 student, Chelsea, a smoking ceremony, a celebratory dance from our talented friends at NAISDA Dance College, fabulous performances from our school band and resident rap icon Nathan, a trivia competition, a boxing demonstration, graffiti art and ten years of end-of-year movies projected on the big screen. A huge thank you to everyone who attended and to all the staff who made the event possible.

### Our Annual General Meeting and Annual Report for 2023:

Every year, we hold an AGM with our Board Directors and produce an annual report that covers the previous calendar year. This report is a highlight reel of all we achieved across the 12-month period and this edition was particularly special because it celebrated our 10 years of operation. It contains case studies on young people, interviews with long-term staff, testimonials from community partners and much more! [You can visit this link to read it or by hovering on the About tab of our website and clicking through to 'Annual Reports'.](#)

### Strategic Planning:

Since Term 1 this year, NGC has been engaging current and alumni students, parents, staff and community partners in a formal strategic planning process, which involves consulting all these different groups on what's working well, what needs improvement and how we can grow and pursue the most meaningful priorities as a school. I am pleased to announce that this is now complete! It represents fabulous work from everyone involved and I would like to thank you all for your contribution. Now to further develop and implement all the big ideas and strategies we have come up with! [You can read this document on our website via this link or by clicking the About tab of our website and scrolling down.](#)

I am looking forward to a fantastic term ahead with you all!

**Andrea, NGC Principal**



## 2024 Term Start and End Dates

TERM	START	FINISH
3	Monday 22 July	Friday 27 September
4	Monday 14 October	Thursday 12 December

## Term 3 Dates for the Diary

Students Return to School	Monday 22 July
Parent/Teacher Night	Monday 5 August (2.30pm - 5.30pm)
Year 12 Graduation & Formal	Thursday 26 September



## TEACHERS' UPDATES

### Deputy Principal Update

Congratulations to those students who had a Term 2 attendance rate of 75% or higher and as a result, were able to join our Rewards Excursion. You should be proud of your commitment! As we head into Term 3, Year 12 are beginning their last term of high school. This is very exciting but also means that now is the time to complete all outstanding work and revisit past topics so you can feel prepared for your exams in October. We will also be holding trial exams and minimum standards testing this term, so please be aware that these need to be completed for you to satisfy your HSC requirements.

Moving into Term 3 and another icy winter month, it can be a tough time for sickness. If you are feeling unwell, make sure you are looking after yourself and your family as a priority before attending school. If you're sick but still in attendance, you are less likely to work to the best of your ability and we would much rather you be fully fit and feeling well. I look forward to seeing you all rejuvenated and ready to take on this coming term!

**Cameron, Deputy Principal**

### Parent Portal Update

Another big thank you to everyone that has registered for and started using our Parent Portal on Sentral. As a refresher, the Parent Portal keeps you up to date on attendance records, timetables, parent and teacher nights and other school and community events. It is also where you can find documents such as newsletters and permission slips.

In order to register for the Parent Portal, you'll need a family access key. If you don't already have a family access key, please e-mail [sentral@ngc.nsw.edu.au](mailto:sentral@ngc.nsw.edu.au) to receive your unique code. This will link you to the school and your young person's information. Should you experience difficulties or have any suggestions, please do not hesitate to contact me, NGC's Business Manager, on [sentral@ngc.nsw.edu.au](mailto:sentral@ngc.nsw.edu.au) for assistance. I look forward to hearing from you about your experience with our Parent Portal, and any feedback will be gratefully received!

**Vidar, NGC Business Manager**

# TEACHERS' UPDATES

## Programs Update

Where did the first half of '24 go?? Term 2 was a big one, and for eligible students it concluded with an exciting Rewards Day at Glenworth Valley Laser Skirmish. To quote a female participant: "That's the most fun I've had in a long time".

The Rewards Excursion for Term 3 is yet to be locked in, so we'll be considering student suggestions when school returns. For Stage 5's Standing Strong student enrichment program, we'll welcome a new music activity from Central Coast Council Youth Services called Plug & Play/Let Me Entertain You. This will be held during the first two weeks of term. In Week 3, the Top Blokes mentoring program returns to work with our male students. You can read more about this at [www.topblokes.org.au](http://www.topblokes.org.au)

These programs will be supplemented with some awesome Cultural Education facilitated by Mick McKeon, and some targeted workshops that our awesome Wellbeing Team are cooking up as you read this. For Outdoor Rec this term, we'll be hoping for better weather and continuing the (optional) mountain bike riding program provided free-of-charge to our students by [www.itssunnysomewhere.org](http://www.itssunnysomewhere.org). There is lots of good stuff happening and I can't wait to get stuck into Term 3!

**Rick, Programs Manager**

## Cultural Education Update

At NGC, our commitment to hands-on learning and community engagement has been on full display during some recent Cultural Education outings. One of these was the NAIDOC celebration event at Wyong Race Course. Thirteen of our students had a rewarding experience exploring the rich traditions and heritage of Aboriginal and Torres Strait Islander communities.

What made this event particularly impactful was the opportunity for our students to engage directly with multiple Aboriginal services. They had meaningful conversations with community members, learned about various facets of Indigenous culture first-hand and participated in traditional activities. The day was both educational and enjoyable, featuring highlights like a complimentary BBQ and numerous giveaways.

We were also lucky to recently catch an incredible performance of 'Horizon' by Bangarra Dance Theatre. This work explored the resilience of the First Peoples of the Oceania region; extending across Australia, the Torres Strait Islands and Aotearoa. Everyone enjoyed sightseeing along the harbour and soaking up the novelty of a Sydney trip. Thank you to Janice, Mick and Andrea for accompanying our young people and for Avoca Red Cross for generously funding this special experience.

Finally, the recent Central Coast Reconciliation Week Gathering was a perfect opportunity to connect with community, build social confidence and foster a sense of belonging. Hosted by Coast Shelter, the event brought together First Nations and non-Indigenous locals for a powerful march down Mann Street. Our young people then enjoyed some celebrations within Industree Group Stadium, including an Acknowledgement of Country, song, dance and Yidaki (didgeridoo). Thanks to Coast Shelter and all the First Nations individuals and organisations, local businesses and event sponsors for a fantastic morning.

**Mick, Aboriginal Education and Family Liasion Officer**



# TEACHERS' REPORTS

## English

**Stage 5 English:** In Term 3, Stage 5 students will be studying the role of social issues in poetry. We will explore a variety of different poetic styles and consider how each style influences how we view particular social challenges, events and values. Students will develop a portfolio of poetry, where their pieces will all be connected by a social issue of their choosing.

**Preliminary English:** In Term 3, we will be studying the digital world. This includes exploring the influence of social media, the rise of AI, developments in how we present and consume news and a film review of a movie that has digital technology as a key theme.

**HSC English:** Welcome to your last term at NGC! Year 12 will be focusing on two things; movies and the HSC. Our exploration of the teenage film genre will include a study of *The Breakfast Club*. In addition, students will prepare for their upcoming HSC by taking a trial exam toward the end of the term and revising all the main topics before graduation.

**Kirk, English Teacher**

## Maths

**Stage 5 Maths:** This term, we will be expanding our algebraic knowledge to include the concepts of indices, equations and linear and non-linear functions. Students will relate their prior knowledge to new areas of mathematical exploration and analysis. Throughout the term, they will be able to recognise and express written equations, as well as understand the relationship between two categories and how they rely on/influence the other. They will do this by determining the midpoint, gradient and length of an interval, and graphing linear relationships with and without digital tools.

**Preliminary Maths:** This term, students will continue to explore the way numeracy is used in their everyday lives by looking at different forms of measurement such as length, volume, and mass. Students will explore how estimation is used and the value of estimation when dealing with mathematical concepts. They will also learn about probability and engage in a variety of activities that explain how probability is used and applied to daily life scenarios. Throughout the term, students will complete a trade-specific booklet that helps them to apply existing knowledge and new skills in numeracy and mathematics to the trade in question.

**HSC Maths:** This term, students will be developing their understanding of rates and ratios and applying them to real-life situations that reflect an area of interest for them. Students will also be revising the content covered over the course of their HSC year and consolidating their understanding by completing a final project. This project will be a hands-on activity that demonstrates their mathematical ability and knowledge of how numeracy is used within their everyday lives.

**Kat, Maths Teacher**

## Gold Class

It was so exciting to start this class at the beginning of Term 2 and to have all students settle in very well. Apart from the usual subjects, we have been learning how to use a DSLR camera and have taken some great shots at Mount Penang. Students have also worked on individual interest-based learning projects which has seen increased levels of engagement in class, as well as higher school attendance overall. It's been great to be part of a new strategy to create diverse, personalised learning opportunities at NGC.

**Patty, Gold Class Teacher**

## TEACHERS' REPORTS

### Science

**Stage 5:** It has been great to see some Stage 5 students regularly attending school during Term 2, benefitting from hands-on activities which help develop their scientific understanding and practical skills. At the start of Term 3, we will complete the last section of the Chemical Reactions unit, which is the study of organic chemistry, plastics and natural and synthetic fibres.

We will then move on to Global Systems, where students will analyse the impact of human activity on the physical environment. Their Term 3 Assessment task will be a Secondary Source Investigation based on Managing an Environmental Issue, such as reducing CO<sub>2</sub> and greenhouse gases or ozone sustainability. The final unit for the term will be The Universe, which explores our solar system, the life cycle of a star, galaxies, telescopes and space exploration, the size and scale of the Universe and proposed theories on its origin.

**Preliminary Investigating Science:** Our Year 11 Preliminary Investigating Science students have been working through the Module 3: Scientific Models unit. Those who attended school regularly successfully completed their Assessment 2 Depth Study, where they researched and designed a diagrammatic model - and in some cases constructed a physical model - to solve a problem which they had identified. In the first weeks of Term 3, they will complete Module 3.

They will then begin the final unit in the Preliminary course which is Module 4: Theories and Laws. Students will examine the differences and similarities between scientific theories and scientific laws. They will engage in practical and secondary source investigations related to the major theories and laws. This gives them the opportunity to revise the Stage 5 Science concepts which are considered essential general knowledge, while also learning about the significance, formation and acceptance of theories and laws. Year 11 Students are reminded that the Assessment 3 Open Book Examination in Week 9 of Term 3 will be a selection of Modules 1, 2, 3 and 4 questions from past Preliminary Examination papers.

**HSC Investigating Science:** The Year 12 HSC Investigating Science students have been learning how to interpret the difference between Facts and Fallacy. They have been investigating evidence and measurements used to find truth and have identified areas of misinterpretation and misrepresentation, giving them an appreciation of the fallacies and fraud that can occur. The speeches they wrote for their Assessment 3 Class Debate on Finding the Truth were very impressive. They still have a few investigation activities in Module 7 to complete at the start of Term 3.

Year 12 will then work through Module 8: Science and Society, which is their final HSC unit. While studying this unit, they will realise that scientists create processes, tools and products that challenge and influence society and some of its belief systems, ethics and societal norms. By exploring the impacts of ethical, social, economic and political influences on science and its research, they will see how society debates and regulates science to prevent harmful, unacceptable outcomes, which then enables the development of new and beneficial products, processes and ideas. In Week 8, our Year 12 students will sit the Assessment 4 'bought in' trial examination to consolidate their understanding and clarify areas in need of revision. To achieve their non-ATAR accreditation, they will then sit their final HSC Examination for Investigating Science on Friday, 25th October 2024.

### Janice, Science Teacher



## TEACHERS' REPORTS

### History

To follow up our study of World War 1, students will continue to learn about Australia's role in World War II. We will explore its causes, major events and conflicts throughout the war and the aftermath for Australian society. Students will develop a photo journal of the war and creatively write about specific photos from different perspectives.

**Kirk, History Teacher**

### Geography

This term, students will develop an understanding of environmental functions, the scale to which humans have changed environments and the impacts this has on sustainability. As they explore this topic, students will learn worldview-influencing approaches to environmental use and management. They will engage with an investigative study that looks at the causes and consequences of environmental change both in Australia and overseas.

**Kat, Geography Teacher**

### Photography, Videography and Digital Imaging

In Term 2, Year 11 continued to learn about manual photographic techniques such as shutter speed, aperture and ISO. Students are also improving their skill in manipulating images using Photoshop Elements. The highlight of the term was doing light photography. It can be such a hit and miss at first but offers so many fun opportunities to experiment with creative ideas! In Term 3, students will be examining the intent and purpose behind the art style of Cubism, and exploring how they can use this in their own art-making.

**Patty, PVDI Teacher**

### PDHPE and SLR

**Stage 5 PDHPE:** The Stage 5 crew will be starting the unit 'Road Safety and Fitness Testing'. It's not like it sounds - aka where if a car breaks down a student will need to use their fitness to push (engaging various muscles in the legs) and remove the vehicle in a safe manner away from other vehicles! The real scoop is that students will identify major causal factors in road and traffic-related injuries and assess the strategies and actions needed to promote their own and others' wellbeing. They will plan and practise responses to emergencies using first aid and DRSABCD, create and evaluate health campaigns and programs that aim to promote fitness or sports participation, and evaluate the effectiveness of movement performance in relation to various criteria.

**Year 11 SLR:** Year 11 will continue with our 'First Aid' unit with the hope of obtaining their First Aid Certificate. Students will learn about emergency care, how to assess a situation and utilise the protocol of DRSABCD. The conditions we are looking at include unconsciousness, shock, bleeding, neck and spinal injuries, heart attack, asthma, epilepsy, diabetes, poisons, bites and stings. Further to this, we will explore the management of injuries, including the principles that specifically apply to sports-related injuries. In Week 6, SLR students will begin a new unit called 'Fitness'. They will learn about the nature of fitness and how to define fitness vs physical activity, fitness programming, safety considerations, and factors that contribute to improving fitness for a group and/or an individual.

**Year 12 SLR:** In Term 3, Year 12 will be working on the unit "Games and Sports Applications II" which focuses on the characteristics of games, including interception, occupying space and avoiding bodily contact or blockage of a player's passage of movements. Further to this, we will also look at performance characteristics, player responsibilities and various aspects of both individual and team play.

**Mike, PDHPE and SLR Teacher**

## TEACHERS' REPORTS



### Vocational Education and Training

During my first term at NGC, it has been a pleasure to get to know the young people here. As Vocational Programs Manager, my role involves overseeing the school's vocational education and training programs. It also focuses on supporting our students to develop and pursue their ideas or goals for life after NGC, whatever they may be and wherever they are up to in that process.

Below are some upcoming career events. If you are interested in attending, you are welcome to contact me for more information:

- Wed 24 July, 6:00 PM - 8:00 PM - Newcastle ADF (Defence Force) Info Session
- Tue 13 August, 3:00 PM - 7:00 PM - Central Coast Apprenticeship/Traineeship & Jobs Expo, Mingara
- Fri 16 August & Sat 17 August, 9:00 AM - 3:00 PM - Sydney Careers & Employment Expo, Moore Park

**Anthony, Vocational Programs Manager**

### Industrial Technology/Automotive

Year 11 will continue to work through the fundamentals of the automotive vehicle, with a particular focus on the different types of transmissions and electrical systems. We will also be fabricating and welding the different components of our little Austin A40. From a theory perspective, Year 11 will learn about project management and how this process works, especially in business situations.

Stage 5 will continue to develop their understanding of the automotive vehicle and work on their own small projects during the term. I hope to see you all ready for Term 3 after a relaxing school break.

**Cameron, Automotive Trainer**

## ASSESSMENT GRADE EXPLAINER

As we finish report writing season, we have recreated an assessment grade explainer that translates the A – N grading. Some students can become very disheartened when they see a D or E grade but this simply indicates that they are developing their skills and knowledge and can make more progress with additional support.

We like the driving licence analogy used in the table below. Hopefully, this helps our young people understand where they are up to in their learning journey and reminds them that as long as they have passed the N-award stage, they should be celebrated and feel proud of their effort.

N	E	D
Non-completion	Limited	Basic
Not There Yet	Experiences Difficulty	Decent But Needs More Support
No Plates	L Plates	P Plates
Support required to overcome barriers and fully participate in learning	Needs to be accompanied by an experienced driver to succeed at learning tasks	Can drive independently but is still learning to develop and master skills in this area



C	B	A
Sound	High	Outstanding
Celebrate this work!	Beyond expectations!	Amazing achievement!
Full Licence	Advanced Driver	Formula One Driver
Can drive independently on their own with no restrictions	Can navigate through obstacles independently and has additional skills that support them on their learning journey	Strives for excellence and conquers one challenge before moving onto another

