



Newsletter

Term 2 - Issue 2 - 2020

Message From The Principal

Dear Parents and Carers,

The end of the semester is fast approaching and it has been unlike any other we have experienced. The ever-changing landscape brought about by the COVID-19 pandemic has certainly brought its challenges.

We have continued working to keep students learning and engaging as normally as possible under the circumstances. Learning at school is a partnership between students, staff and parents. I wish to thank all our parents and families for your support of our school and your children.

Reports are being finalised and will go home this week. This is a modified report in line with the Department of Education guidelines. I have read the reports and I am very pleased with the achievement of the majority of our students both at school and during the remote learning period. I encourage students and parents to take note of the areas for improvement and work towards these during next semester.

Finally, I would like to wish everyone a safe and restful break and look forward to working together again next term.

Take care.

Mrs Erica Lyne
Principal

<https://mhspodcast.podbean.com/>

Tune in to the MHS Podcast as each week a new upload is available.



Independent Literate Youth (ILY)

Program Success

Commencing in Term 2, I have enjoyed the opportunity to work with small groups of students in Year 7 and 8 that have been identified as benefitting from some extra support with the development of their literacy learning. It has been rewarding to get to know these students while helping them to improve their literacy skills.

The 'Independent Literate Youth' ILY Program is run in association with students' timetabled classes and focuses on spelling, grammar, reading and extended writing.

It has been pleasing to see students appreciate time to focus on improving their literacy skills while sharing the experience with a small group of students at a similar level. The pictures capture our students enjoying time in the well-designed ILY room.

Wishing them continued focus and success next term.

Miss Wallis



Sid Cooper and Damian Kennedy



Kaleah Benson and Mikayla Lenthall



Banjo Beeby, Aden Hillery-Whalen and Zachary Smith

TERM 3 - STUDENTS RETURN ON TUESDAY 21 JULY 2020



WHAT'S ON AT MHS

Important Dates and Information

Note: dates are subject to change. Visit www.macksville-h.schools.nsw.edu.au.

Tues 30 June **Year 10** (+ Year 7 catch-up) Immunisations

Fri 3 July **Last Day of Term 2** for students

Tues 21 July **First Day of Term 3** for students



P&C MEETINGS

TIME: 5PM

LOCATION: MHS

AGM Meeting to be held Tuesday 28 July commencing at 5.00pm in the MHS Common Room.

All positions will be declared vacant and nominations will be called for the following positions:-

Election of Office Bearers P&C Committee

President

Vice-President (Meetings)

Vice-President (Assistant Treasurer)

Secretary

Treasurer

Election of Office Bearer Canteen Sub-Committee

Chairperson

If you require further details please contact Lynette Howle as P&C Secretary
Mobile 0438 647 700 Email howley@spin.net.au

Bus numbers are changing!



BUSWAYS

See second attachment with this Newsletter for a copy of the old and new bus numbers for Macksville High School.

See page 19 for further details.

S C I E N C E

Year 7 students have been investigating contact and non contact forces in Science

One contact force is **friction**. At times friction works to our benefit, such as when our shoes grip the floor when we are walking. Other times it works against us, slowing us down.

Students investigated the effect of friction on a hover craft by measuring the distance the hovercraft traveled when in contact with the floor, and when it was hovering. Students drew a column graph to illustrate their results. The hovercraft were built from old CDs and balloons. Balloon pumps were used to inflate the balloons.

An example of a non-contact force is static electricity. Students had a hair raising experience as the Vandergraaf charged their hair with electrons. The electrons tried to move away from each other forcing the electrically charged hair to stand on end. William found this lesson 'shocking' as he chose to touch the charged Vandergraaf ball repeatedly.

Mrs Hughes

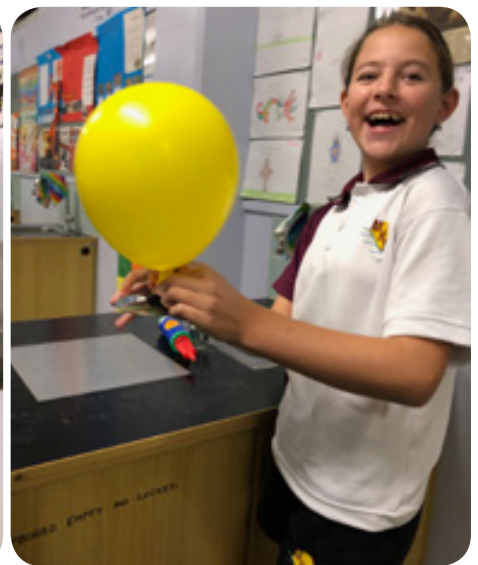
William finds the experience shocking



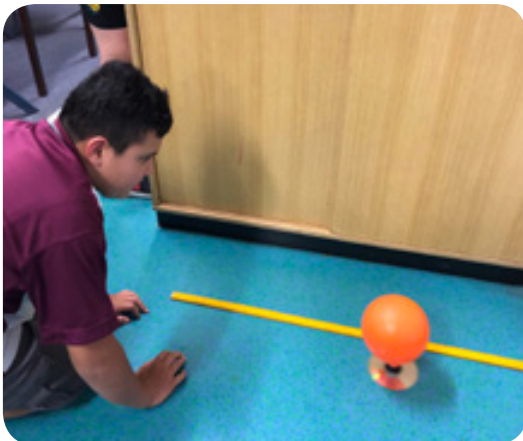
Eli's hair has extra electrons, it tries to move away from itself making it stand on end



Reanna finds the whole experience hair raising!



Sienna attaches the balloon to the hover craft



Yvon measures the distance travelled



Delighla found the experiment worked better on carpet



Layla and Amalie measure the distance their hovercraft travelled

C A R E E R S C O R N E R

Year 10 Subject Selection

Year 10 have received the subject handbook and new website link. View the digital copy of the handbook at <http://web3.macksville-h.schools.nsw.edu.au/subjects/wp-content/uploads/2020/06/MHSSubjectSelection-Yr10-2020.pdf> and the UAC publication **Steps to University for Year 10 students** if this is relevant to you at <https://www.uac.edu.au/assets/documents/year-10/year-10-booklet-2023.pdf>.

At this stage, as a result of the current circumstances around large group events the website materials provide an alternative to the usual parent information evening.

Some key points;

- Please find a shortened version of the presentation delivered at <http://web3.macksville-h.schools.nsw.edu.au/subjects/general-information/>
- It is recommended you view the **English** and **Mathematics** videos to ensure you are guided toward the right path (only English is compulsory).
<http://web3.macksville-h.schools.nsw.edu.au/subjects/faculties/english/>
<http://web3.macksville-h.schools.nsw.edu.au/subjects/faculties/mathematics/>
- Students have received an email with '**voting**' instructions and are to vote before the end of the term.
- Interview bookings will be taken online from **Tuesday 23 June** and will occur in **August**.
- Documentation around **HSC** minimum standards and **All My Own Work** have been posted on the website for your information. Ms Kelli Dykes will lead students through the process toward the end of this year.
<http://web3.macksville-h.schools.nsw.edu.au/subjects/requirements-for-the-award-of-the-hsc/>

Please take the time to look through these resources and contact me with any questions.

Mrs Peisley



Year 10- Work Experience

The new work experience week will be **Term 3, Week 8**. New paperwork will be distributed shortly.

Macksville High Careers

<http://www.macksvillehighcareers.com/> is a fantastic site for teachers, parents and students for any Career related information.



This is the resource we use in Career lessons so take a look!

Also, like our **Facebook** page for the latest information: Macksville High School Careers.

T E C H N O L O G Y N E W S



With a focus on Agriculture in the new Technology Mandatory syllabus, **Year 8** are fortunate to be working with Mr Luke Smith at the school's Agriculture Plot.

The class prepared, planted and managed a range of vegetable and herb crops over the 13 week course. After harvesting some herbs and other ingredients they prepared a simple pasta dish in the Food Lab.

Overall it was a tasty success and the students were pleased with their results.



Friday 26 June 2020

Year 12 Food Technology Present

FUN FOOD FRIDAY

*Sweet treats available at recess from the
canteen - limited availability*

*Last time we sold out of Lamingtons,
Choc Coconut slice and choc chip cookies,
with only a few jam drops and mixed
berry danishes left.*

FOOD TECHNOLOGY

Year 10 Food Technology have started studying **Food Catering and Service** this term having completed Food for Special Needs.

Whilst they have prepared a range of dishes, to date none has been as popular as the latest - **Chicken Schnitzel and Chips**.

The Z-Food classes plating was very impressive and well considered. The vegetarian offering featured Egg Plant and Haloumi Cheese.



YEAR 11 FOOD TECHNOLOGY



Exploring the functional properties of food, **Year 11** practical lessons have addressed emulsion, aeration and gelatinisation with some coagulation, dextrinisation and the odd bit of maillard browning. To put it into regular terms, they have been poaching, whipping, beating, heating and toasting.

Some of their recent challenges - Eggs Benedict and the ever tricky Hollandaise sauce, a marshmallow slice and savoury bread cases.



H O S P I T A L I T Y

Year 12 Hospitality has been open for business!

The **Mack's Cafe** recently ran a very successful Melts event. Staff were able to preorder their melt which enabled the team to cater in good time and with skill. Students were allocated specific roles and carried these out well, demonstrating strong team work and their knowledge of safe food service.

Congratulations Year 12 on your success!

Mrs Atkins



P R E L I M I N A R Y H O S P I T A L I T Y

The **Year 11** Hospitality team have recently completed Event 1B. As a result, students have achieved two competencies SITXWHS001 and SITXFSA001 - otherwise known as **Safety and Hygiene**.

The event included three practical lessons; Honey Soy Chicken Stir Fry, Chicken Schnitzel Burger and a Minestrone Soup. The students developed knife skills as well as confidence and they looked great in their hospitality uniforms.

Mrs Alchin

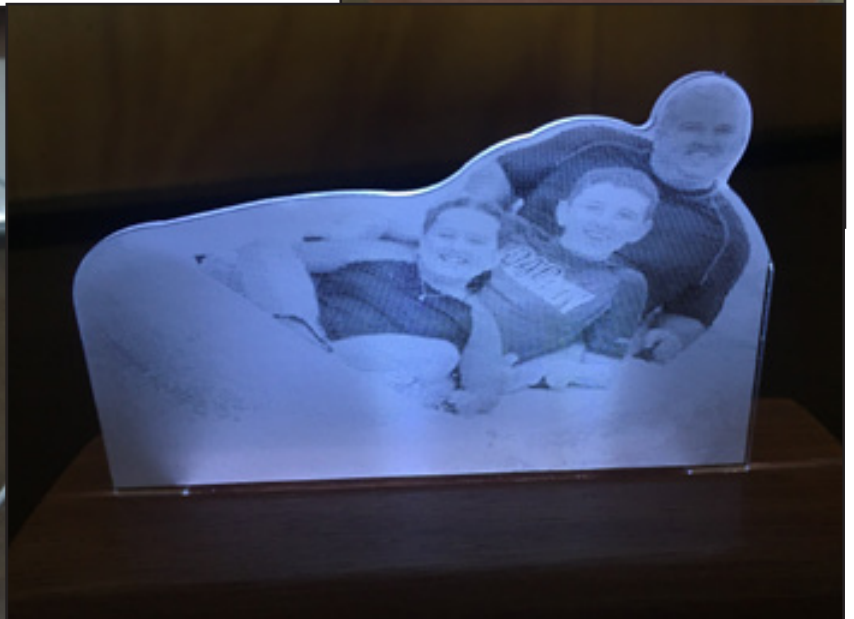


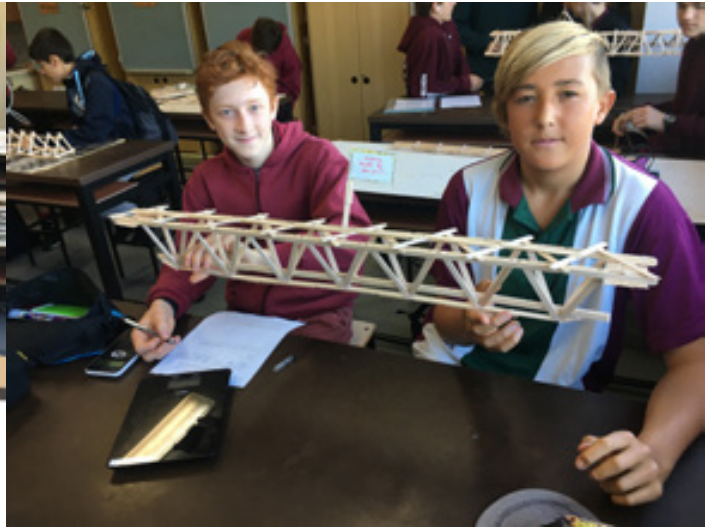
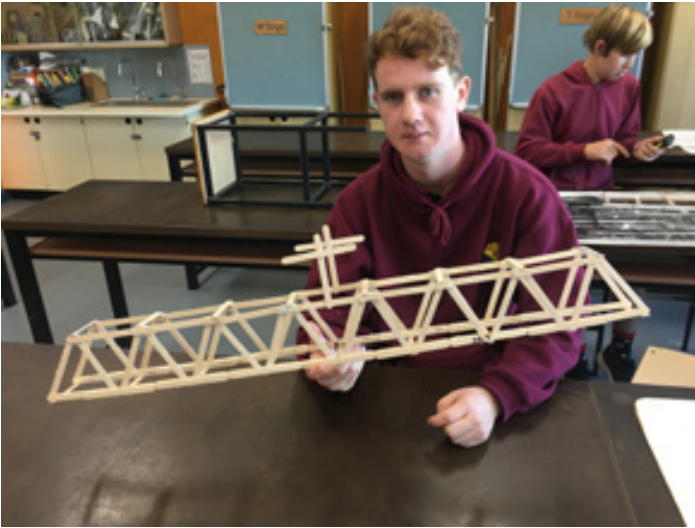
YEAR 8 TECHNOLOGY MANDATORY

Technology Mandatory - Engineering covers a wide range of design concepts. In this unit students are developing skills in design and production.

Each student is given the opportunity to design a unique form using Adobe Illustrator. This is then sent to the laser cutter to be created in acrylic. Once complete the acrylic shape is mounted onto a timber base that is lit from below using LED lights. Students are developing design skills and a basic knowledge of circuits and soldering when completing this project.

Mr Hill





E N G I N E E R I N G

Year 9 Engineering students above have been exploring forces in structures by designing and making paddlepop stick bridges.

Year 12 Engineering are currently completing a unit on Aeronautical Engineering which has required them to design and build their own "Skylap" plane. The images are of the students testing their planes.



Mr Hill





It has been a very different start to Term 2 this year with remote learning. Students have still managed to develop and extend upon their creative art-making capabilities!

Year 8 have been busy learning about masks from different countries. We have examined masks from cultures such as Japanese, Maori, African, Venetian and also Commedia dell'arte masks. Students have created their own masks using cardboard, plaster and clay. They have also made a range of clay creations including clay tiles, clay heads, coil and pinch pots. They are now moving onto stenciling and graffiti art.



Year 9 and 10 Visual Art students have explored portraiture and created a range of portraits of people they know using different mediums. Students have also been developing their colour mixing skills through the painting of leaves, gylfe lilly images and other nature-based designs. Students are now creating their own painting projects to finish the term.

Year 9 and 10 Ceramic students have been working productively on a range of clay tiles, figurines, clay heads and pots. They have also been effectively exploring different glazing styles and techniques.

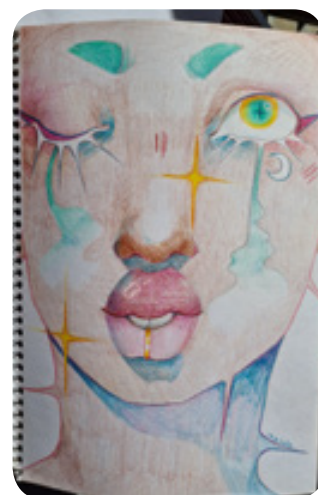


WHAT'S HAPPENING IN CAPA!

Year 11 Visual Art students have been experimenting with impasto and painting portraits using palette knives.

Year 11 Visual Design students have been busy, creating 3D clay heads which can hold plants.

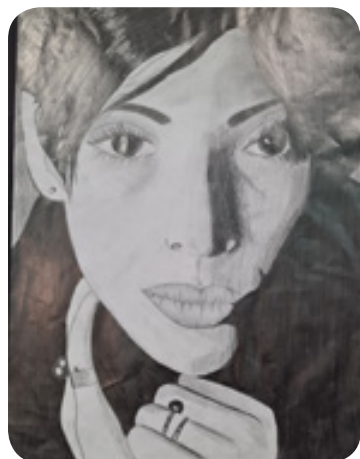
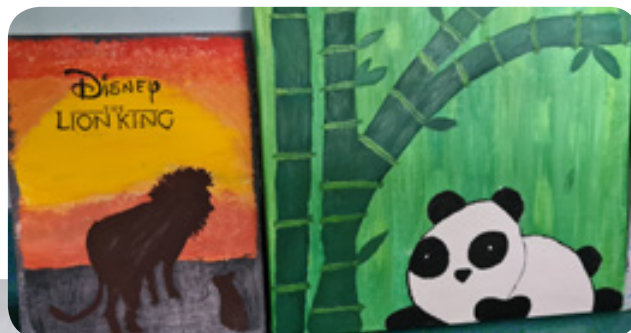
Year 12 Visual Design students are currently planning, researching and devising their own major design project. Some students have focused on 2D design work on paper, others are tie-dyeing and painting, whilst our ladies have come up with surf board designs and a ping pong table project.



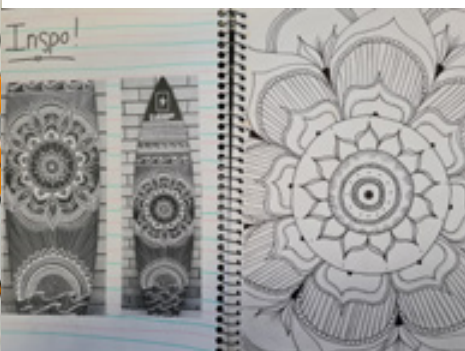
Overall, it has been a very positive and productive term with some high-quality work produced.

Well done to all our artisans!

CAPA Teachers Mr Driver, Ms Hardingham & Ms Wallis



Ideas Corner



S C I E N C E

Year 9 have been studying plate tectonics and the earthquakes caused by plate movements. The size of an earthquake is measured using a seismometer which draws a seismograph. The larger the peak in the seismograph the stronger the earthquake.

Year 9 students used the **Microbits donated to Macksville High School by NSW Cyber Security** to build and program a seismometer. Students then recorded simulated earthquake data and exported it to Excel for analysis. The seismographs were measured in milli-Gs, units that relate to earth's gravitational acceleration.

Next, students were given a challenge to build an earthquake resistant tower that could support a tennis ball using one A4 piece of paper, 10 straws and 2 metres of sticky tape. It was wonderful to see the innovation and diversity of ideas among the student groups. **Elijah** and **Zach** were the winners of the challenge with a super simple design, demonstrating that simple is often best.

Mrs Hughes



Breanna and Serena build a tower to withstand an earthquake



Gabrielle programs the Microbit



Jonah and Bill build a Microbit seismometer



Zach tests his seismometer

STUDENT REPRESENTATIVE COUNCIL *SRC*

On Tuesday 16 June the SRC were able to hold a meeting in the spacious Macksville High Library. Nominated students from Years 7-12 and existing Year 11 and 12 members received their badges and certificates.

The group brainstormed ideas for events and fundraisers that they would like to organise for 2020. There is a **Beanies for brain cancer fundraiser** being held on **Thursday 2 July**.

A meeting was then conducted.

President	Elliot Joyce
Vice President	Tamsyn Spear
Secretary	Lillah Hoffman
Treasurer	Toby Hill
Publicity Officer (Senior)	Amy Cameron
Publicity Officer (Junior)	Grace Hill



R O B O T I C S

Term 2 robotics students have been assembling **prosthetic hands** for amputees or people who were born without hands. The hands are printed on our 3D printer, and cost around \$12 each.

These hands will be donated via the volunteer organisation **E-nable**. It is heart warming to see the pride that the students take in ensuring their hands will be strong and comfortable for the recipients. These hands are generic and fit amputees with a wrist but no hand, however, we are able to make custom hands to suit individuals. These can be wrist or elbow activated, allowing the recipient to grasp objects like bicycle handlebars or drink bottles.

Ethan has been an assembly star, following the instruction book methodically to produce a quality hand in record time. He has been a valuable helper, guiding other students when they get stuck.

Mrs Hughes



Ethan assembled a beautiful hand in record time!



Ezra has attached the bands (ligaments) to his hand and is testing the snap back



Sophie attaches the gauntlet to the hand



Group photo showing off their 'hands'

SPORT SHARK CAGE

Shark Cage girls complete the program

Year 9 and 10 girls began a Shark Cage program in Term 1. It is a seven session program aimed to strengthen girls' ability to understand and defend their rights within relationships. The program also asks girls to reflect on their own behaviour so they can identify when they are or aren't respecting the rights of others. The program ends in the seventh session when the girls build a mural with the work they have done over the seven weeks. The mural is built from fish, bars, sharks, dolphins and treasure chests.

Fish: First the fish are added. The fish represent the girls. The girls start the fish by writing one positive trait they recognise in themselves. The fish are then pinned on their backs and their peers add a positive trait too. When all the traits have been collected the girls unpin the fish and read the words their peers have added. This activity is a fantastic boost to self-esteem.

Bars: The bars represent human rights, for example, 'I have a right to say no to activities that make me feel uncomfortable'. These bars form a protective layer over the fish. During the program students learn how to defend their rights with assertive communication as it is more effective than passive or aggressive communication.

Sharks and Dolphins: The sharks represent people who repeatably violate your rights. The girls identify behaviours that signal that a person may be a shark. The girls learn how some sharks dress up as dolphins. They learn techniques to identify these impostors. Dolphins are people who respect and support your rights. The bars of rights protect the fish from people who may violate their rights. All people act like sharks or dolphins at times and students reflect on their own behaviour so they can choose to act more dolphin like.

Treasure chests: Girls explore the difference between healthy and unhealthy coping mechanisms. They chose their favourite healthy coping mechanisms and write them on their treasure chests. The girls enjoy decorating their chests with jewels. These chests are added to the bottom of the mural as a resource to use in difficult times.

This fabulous group of girls are to be commended for remaining focused on the program and on achieving the outcomes, even when we had an eight week disruption. It was a pleasure to work with these young women.

Mrs Hughes



The completion of the mural brings together the concepts learned over seven sessions

SPORT

WEEK 6



Due to the current COVID-19 situation, our choice and location of sports has been restricted for the remainder of the term. This has meant a change to our weekly sport.

For the remainder of the term, Years 7 to 10 are participating in a **Sporting House Challenge**. Each week the year groups will participate in a different sport in their Houses, competing for points. The students in the House with the most number of points at the end of the term will be eligible to participate in the prize!

In Week 6, Year 7 competed in Checkers Handball, Year 8 competed in Hot Potato Tennis, Year 9 competed in French Cricket and Year 10 Volleyball. After the first week the results are:

1st → BRINER

2nd → GRAHAM

3rd → OXLEY

4th → TAYLOR

Due to rain Week 7 sport was cancelled. In Week 8 and 9 students will rotate to new sports and we look forwarding to hearing the results at the conclusion of the Sporting House Challenge.

Sports Co-ordinator Mrs Jones



SPORT



WEEK 8
SPORTING CHALLENGE UPDATE

1st Graham

2nd Briner

3rd Oxley

4th Taylor

WEEK 9
RESULTS ARE BEING TALLIED



B U S W A Y S

From **Monday 20th July 2020 (1st day of Term 3)** all Busways School Bus Numbers and some Route Services will be re-numbered to allow travel apps to perform better.

School buses will all be uniquely numbered containing an "S" and 3 digits i.e. S123.

Busways has distributed a hard copy timetable to students. Parents/Carers have been emailed a copy of the new timetable and it can also be viewed on the MHS website.

For further information please contact Busways Customer Service on **1300 69 2929**.

Alternatively visit their website at **www.busways.com.au** for more information.

Bus numbers are changing!

See second attachment with this Newsletter for a copy of the old and new bus numbers for Macksville High School.



C O M M U N I T Y N E W S

The Nextwave Youth Film Competition returns for 2020!

The search is now on for the next wave of young regional filmmakers, with short film entries open from **May 1st – Sept 21st**.

Nextwave, presented by the Screenwave International Film Festival (SWIFF), now in its sixth year is host to Australia's largest regional youth short film competition and is free to enter for young people aged between 10 - 25 years, living outside a metro area.

Short films can range from a variety of genres, including comedies, dramas, thrillers, sci-fi, animation, documentary and personal essays. All that is needed to enter is to make a short film under five minutes (including all credits) and to creatively include the phrase, 'What's Next?'

Along with an array of awards and prizes across a variety of age categories, short film finalists will have their films premiere at the 2021 Screenwave International Film Festival (SWIFF) in Coffs Harbour in January. Lucky creatives will also have the opportunity for their films to screen at venues across Australia for Youth Week in April 2021.

The SWIFF team are also working on broadening access to their Nextwave filmmaking workshop program by offering a series of online workshops for teachers and students across Australia. Nextwave's redesigned workshop program is launching as an online learning experience to be delivered to regional, rural, and remote students across Australia, with the learning program supported by teachers and home-schooling parents available from June.

For more information, visit www.nextwavefilmfest.com.au.