



NYNGAN HIGH SCHOOL

INNOVATION, EXCELLENCE, OPPORTUNITIES & SUCCESS

MONDAY 16TH FEBRUARY, 2015

TERM 1 WEEK 4

PO Box 156 Cobar Street NYNGAN NSW 2825

Phone: 02 68321004 Fax: 02 68321769

Email: nyngan-h.school@det.nsw.edu.au

Website: www.nyngan-h.schools.nsw.edu.au

DATE/EVENTS

UP COMING DATES

Homework Centre Tuesday
and Thursdays 3.30pm 5pm

Senior Study Evening 7.00pm
to 9.00pm Wednesdays

Monday 16th February -
Swimming Carnival

Thursday 19th February -
Year 11 Assessment Booklet
Evening 5.00pm in Library

Friday 27th February and
Monday 2nd March - MID
TERM BREAK

NYNGAN HIGH SCHOOL

Cultural Excursion — Sydney 2015



Pictured below are the group of Nyngan High School students who attended the Cultural Excursion last week in Sydney. They enjoyed a great diversity of activities and sights and sounds.



Newsletter Week 4 13.2.15

Principal's Report

A Smooth Start to 2015

Congratulations to our students and teachers on a fantastic start to 2015. The school is filled with students in full school uniform, eager to learn from their new teachers.

2014 HSC Results

As some of our Year 12 2014 students head off to university and employment, we congratulate our students on their achievement in their Higher School Certificate Exams. 2014 results saw the highest number of Band 6 results in the last at least 15 years.



Emily Bandi
Band 6 Music 1



Tegan Douglas
Band 6 Senior Science



Chloe Dunn
Band 6 Music 1



Sophie White
Band 6 Music 1

Band 6 equates to 90-100% in the listed subject.

Congratulations also to the teachers who prepared these students so well:



Mrs Cecilia Swift
Music Teacher



Mr Peter O'Neill
Senior Science Teacher

Ten Band 5 results were achieved, some of which are listed below. Band 5 results are those that fall within 80-89% and we congratulate the following students for achieving in this range:



Josie Angove
Band 5
PDHPE



Emily Bandi
Band 5
Society & Culture



Ebony Blake
Band 5
Hospitality
PDHPE



Anna Carter
Band 5
Hospitality



Astrid Linke
Band 5
CAFS
Society & Culture
Hospitality



Sophie White
Band 5
Modern History

Band 5 equates to 80-89% in the listed subject.

Congratulations also to the teachers who prepared these students so well:



Mr Bockos
PDHPE
Teacher



Miss Field
Hospitality
Teacher



Mr Miles
Society & Culture
Teacher



Miss Rixon
Modern History
Teacher



Miss Stafford
Community &
Family Studies Teacher



Mrs Swift
Music 1
Teacher

Peer Support

Year 7 students had a wonderful time at Lake Burrendong with their Year 10 Peer Support Leaders. It is so pleasing to see our Year 10 students developing their leadership skills and assisting their Year 7 students to adjust to high school. As the camp progressed over the three days, the students from separate primary schools gradually bonded into one cohesive year. Thank you to Mr O'Neill, Mrs Swift, Mrs Montgomery, Mr Milligan, Miss Booth and Loretta Pears for taking time out from their families to supervise during this experience. More information will be provided by those who attended the camp for the three days.

Cultural Excursion

Year 11 and 12 students travelled to Sydney last week to be exposed to the highest quality dance, drama and visual arts performances and works in the state, as evidence of the outstanding outcomes achieved by students across the state in the 2015 HSC. Preliminary reports are that the students were beautifully behaved and had a fantastic time. Detailed reports from those in attendance to come. Thank you to Miss Rixon, Mr Miles, Miss Hughan, Miss Scott and Miss McVey for taking time out from their personal lives to supervise these fantastic opportunities for our students. Thank you also to Mrs Bush for her organisation of the trip.

Positions Vacant

Expressions of Interest – Casual Norta Norta Tutor

This position is casual to replace absent staff. The number of days and hours is determined by staff absences.

This position involves supporting students to engage in and improve their literacy and numeracy skills in the classroom. It will also include working with children in small groups or individual tutorial situations. The successful candidate will work in partnership with Nyngan High School students, staff and community.

Candidates wishing to apply are asked to provide a resume and written response to the following criteria:

Position Criteria:

1. Aboriginality.
2. Literacy and numeracy skills to assist students in years 7 to 12.
3. Effective written and oral communication skills to work with students, staff and community.
4. Understanding of and sensitivity to the care and learning needs of Aboriginal students.

Candidates are asked to provide the names and contact details for 3 referees.

Department of Education and Communities positions require a working with children check.

NB: This is an Aboriginal or Torres Strait Islander identified position. Aboriginal people are encouraged to apply.

Applications to be addressed to Mrs Nicole Hunt and **emailed to nyngan-h.school@det.nsw.edu.au by Tuesday 3rd March 2015**. Enquiries to Nicole Hunt via email nyngan-h.school@det.nsw.edu.au.

Teacher Professional Learning

Last Thursday and Friday Mrs Hunt attended the Term 1 Secondary Principal's Meeting in Dubbo. During this meeting she was professionally developed in the following areas: Microsoft 365, Google Apps, BYOD (Bring Your Own Device), Aurora College, School Excellence Framework and New Teacher Procedures. This information will be brought back for implementation in our school during upcoming staff meetings for the future benefit of students.

Jargon Buster

Wondering why your kids talk about playing under the school COLA? Baffled at parent-teacher discussions about KLA's? This list of common abbreviations or terms will help you to become familiar with the world inside school.

Find out more: <http://www.schoolatoz.nsw.edu.au/homework-and-study/homework-tips/school-jargon-busters>

Avoiding Injuries

Have you ever wondered if your child may be suffering physically from using a computer for schoolwork? Or if carrying their school bag may be causing them pain?

Find out more: <http://www.schoolatoz.nsw.edu.au/wellbeing/health/ways-to-keep-your-childs-back-and-posture-healthy>

Maths Questions

Are you in search of an educational game to sharpen your child's maths skills and recall? Maths Monkey's Quest features maths questions on topics ranging from addition and subtraction to ratios and percentages. It's aimed at children from Years 3 to 8.

<http://www.schoolatoz.nsw.edu.au/about/mobile-applications/maths-monkey-s-quest>

Helping Your Child With Homework

How do you help your child while allowing them to develop independence? Teachers talk about how parents can help kids take responsibility for their homework and avoid Thursday night meltdowns.

Find out more: <http://www.schoolatoz.nsw.edu.au/homework-and-study/homework-tips/helping-your-primary-school-child-with-homework>

Technology Talks

Find out about all the technologies your child could be using at school, at home and on the go. Scan the A-Z list for overall knowledge, find out how gadgets work, what their good points are and other usages you may need to be aware of.

Find out more: <http://www.schoolatoz.nsw.edu.au/technology>

Have a great week!

Kind regards,

Mrs Nicole Hunt

Positive Education

This fortnight our focus is kindness.

Our Students are awesome and are really embracing the random acts of kindness...

On the Cultural Excursion to Sydney, Maddy Horo ran after a lady who had dropped her phone to give it back. The lady was so pleased, she gave Maddy a bunch of flowers she was holding. Maddy then gave the flowers to Peita, who decided to continue the act of kindness and gave the flowers to an elderly lady...how lovely is that??

Let yourself feel completely free to be kind - truly kind - for the sake of other people. And for your own sake too. It is impossible to stretch out to other people through your emotions, imagination, concern, interest and actions without also benefiting yourself. Your world grows large; your problems grow smaller. Remind yourself always, 'It is a privilege to be able to give.' And, it is a freedom to be able to give without demanding something in return.

From: Choosing Happiness - Stephanie Dowrick

make someone's day-



Each afternoon students are asked to think of a positive that happened each day and the staff are also getting involved. This week, the staff had to think about a positive in their personal life, in their professional life and about a colleague. Staff are taking this one step further, and in their pigeon holes they have been given the name of a colleague who they need to commit an anonymous act of kindness for. The reason it is anonymous is, we should be kind for the sake of being kind, not for recognition. The act in itself will make you feel good. Students will be completing a similar task when our workshops start later in the term.

I'll leave you with an interesting article talking about the benefits of being kind. Until then feel free to pass on some kindness...

Angie Bush

Positive Education Team Leader

Is Being Good Good for You?

By [Stephen Post](#)

February 10, 2015

First, what is meant by "good"? "Good" refers here to a way of life in which the security, well-being and happiness of others is actively meaningful, and in which this meaning centers not just on the near and dear, but leans outward to all humanity. Such goodness can be expressed in many ways as needed by beneficiaries - intentional acts of kindness, helping and volunteering, empathic listening, compassion as affective empathy in response to suffering, creativity, forgiveness, loyalty, mentoring, respect, and justice in access to the decent minimum of the those things without which a life is unsustainable.

We do "good" for the sake of others, but as a by-product or side effect the agent of goodness is very likely to discover meaning, purpose, gratification, deeper relationships, resiliency, hope, joy, and even health and longevity. A genuine disposition of concern for others will ordinarily benefit the giver who, free from reliance on any calculated reciprocity (pay back), nevertheless benefits.

Of course no one gets out of life alive, aging is everyone's disease, good young people can have a terminal cancer or deadly accident, and bad things can happen to good people especially when their sense of a shared humanity is perceived as a threat by those who only value some little subset of humanity. Equal-regarding activists such as Abraham Lincoln, Mahatma Gandhi, Dietrich Bonhoeffer, Martin Luther King Jr., Yitzhak Rabin, and Benazir Bhutto were all murdered. But as a reliable generalization, it is still "good to be good," and science says it's so.

Let us quickly note 12 "good to be good" scientific studies, although the list could be a hundred times longer:

1. Rumination and bitterness contribute to depression and physical illness, but they can be overcome by intentional acts of kindness that divert attention and emotional energy from the self with its inward litany of hostility;
2. Alcoholics who are “high helpers” of others in the 12-Step community of Alcoholics Anonymous have a 40 percent recovery rate after one year of sobriety (and reduced depression rates), while “low helpers” have a 22 percent recovery rate;
3. Individuals suffering from chronic pain experience decreased pain intensity, levels of disability, and depression when they begin to serve as peer volunteers for others suffering from chronic pain;
4. Among physicians and lawyers taking the Minnesota Multiphasic Personality Inventory (MMPI), a widely-used psychological test, those who at age 25 scored in the top quartile on questions revealing “hostility” had a 20 percent mortality rate by age 50 due to heart disease, while the low quartile had a mere 2 percent rate;
5. Nineteen subjects were given money and a list of causes to which they might contribute. Functional magnetic resonance imaging (fMRI) revealed that their making a donation activated the mesolimbic pathway, the brain’s reward center;
6. The incidence of heart attacks is highly correlated with the level of self-references (i.e., “I,” “me,” “my,” “mine,” or “myself”) in the subject’s speech during a structured interview;
7. Adolescents who volunteer regularly have lower levels of physiological factors that predict future heart disease or diabetes in young adulthood;
8. Students were assigned to a control group or an experimental group in which they were asked to perform five random acts of kindness a week for six weeks. The students who engaged in acts of kindness were significantly happier than the controls at the end of the six weeks;
9. There is a strong correlation between volunteering in older adults and reduced depression and mortality, as well as increased resilience and hope;
10. Researchers at Cornell University followed 427 wives and mothers who lived in upstate New York for 30 years. The researchers were able to conclude that, regardless of number of children, marital status, occupation, education, or social class, those women who engaged in volunteer work to help others at least once a week lived longer and had better physical functioning, even after adjusting for baseline health status;
11. At the Duke University Heart Center Patient Support Program, researchers concluded that former cardiac patients who make regular visits to help inpatient cardiac patients have a heightened sense of purpose and reduced levels of despair and depression, which are linked to mortality;
12. The Corporation for National & Community Service conducted a study using health and volunteer data from the U.S. Census Bureau and the Center for Disease Control. It found that states with high volunteer rates also have lower rates of mortality and incidences of heart disease.

In the [2010 United Healthcare/Volunteer Match Do Good Live Well Study](#) online survey of 4,582 American adults 18 years of age or older, the benefits reported are quite profound (see):

- 41 percent of us volunteer an average of 100 hours per year. (This rate is basically the same regardless of gender or race. For men, the rate is 39 percent, for women 42 percent; for Caucasians 42 percent, African Americans 39 percent, and Hispanics 38 percent.)
- **68 percent** of volunteers agree that volunteering “has made me feel physically healthier,” **92 percent** that it “enriches my sense of purpose in life,” **89 percent** that it “has improved my sense of well-being,” **73 percent** that it “lowers my stress levels,” **96 percent** that it “makes people happier,” **77 percent** that it “improves emotional health,” **78 percent** that it helps with recovery “from loss and disappointment”
- Volunteers have less trouble sleeping, less anxiety, less helplessness & hopelessness; better friendships and social networks, and sense of control over chronic conditions
- 25 percent volunteer through workplace, and 76 percent of them feel better about their employer as a result

My mom Molly Magee Post had it right when she told me as a kid having a lonely dull afternoon: “Stevie, why don’t you go out and do something for someone!” Ralph Waldo Emerson, in his famous essay on the topic of compensation, wrote, “It is one of the most beautiful compensations of this life that no man can sincerely try to help another without helping himself....” The 9th-century sage Shantideva wrote, “All the joy the world contains has come through wishing the happiness of others.” *Proverbs* 11:15 reads, “those who refresh others will be refreshed.” In *Acts* 20, we find the words, “’Tis better to give than to receive.”

Extract from <https://www.bigquestiononline.com/content/being-good-good-you>

ENGLISH/HSIE/LOTE

Yamakarra (Hello)

The English/HSIE and LOTE curriculums have started with a bang. All students have been embracing their new units with enthusiasm, which we are super proud of.

This term students in Stage 4 English are studying a unit on Children of War. Students have been thoroughly engaged and showing lots of background knowledge. Students in Stage 4 Enrichment are also completing a task on What Matters? They will be doing this for the term as their homework task, as well as being asked to watch or read the news regularly. Achievement, Opportunity and Triumph will be completing similar tasks as the weeks progress. All students in Stage 4 English have been completing SRA to further develop their reading and comprehension skills. This will be an ongoing practice where students move up the levels at their own pace.

Stage 5 English have started a unit on Cultural awareness looking at "The Black Voice" through the film The Sapphires and many related texts. Year 9 and 10 Enrichment are also participating in the What Matters? writing task and this will be homework over the term which will help prepare students for NAPLAN in Term 2. Some of our English classes have also been journaling for five minutes each lesson. Journaling is very beneficial as it allows students to work on their writing skills, express themselves creatively and write for extended periods of time which is required for formative assessment.

Stage 4 HSIE classes have started a unit looking at The Mongols of Ancient China and have already developed some strong research skills. Stage 5 are working on environmental issues and will later in the term be looking at the 1990 Nyngan Flood. I'm sure parents will have some great resources and stories to share.

Corbs has had a very busy time in the library with many books being borrowed for DEAR. Teachers have also been stocking up, borrowing bulk lots of books for their students. The library has been flat out this week with every period booked and busy. Many new books have arrived this week and will be covered and ready to be borrowed very soon for everyone's enjoyment.

Our Aboriginal program has started successfully with students already learning new words:

Ngaanthii ngintu? (Who are you?)

Ngathu Mrs Bush (I am Mrs Bush)

Ask your children how to pronounce these words; they are getting very good at it.

As always we welcome any parent contact both negative and positive, so please don't hesitate to contact us.

Angie Bush

HT English/HSIE/LOTE/Library

Aboriginal Education

This year sees the development of the Nyngan High School Aboriginal Education team. At the end of last year we met to come up with our goals and targets for 2015. These include helping to bridge the gap by improving Aboriginal students' Numeracy and Literacy skills. We will have extra help with a tutor later this term to assist in this development. We also have a kindle and multiliteracy program designed specifically for Aboriginal students, which will continue this year.

Personalised Learning Plans are being updated and implemented this year. We are working on a new template and all parents will be invited for a meeting to set goals for their students and ensure the best possible outcomes in learning, behaviour and well being. This process has started and parents will be contacted towards the end of the term. We are moving in a new direction with PLPs becoming live online where all teachers will be able to access the information via Millennium, our current reporting system.

Our Aboriginal garden has been designed by last year's Aboriginal Studies class, led by Miss Booth. The garden has started to be planted and established outside the Principals office, between Nyngan High School and the TAFE building at the front of our school. The bark chips have been laid, which is extremely exciting and the Stage 5 Aboriginal Studies class will be doing most of the hard labour to get the garden off the ground. Finishing touches will be added by the Stage 4 LOTE classes. We plan for the garden to be a meeting place and yarning circle, where many activities will take place, including Aboriginal language workshops.

This year, we would like to start a Nyngan High School Aboriginal Education Consultative group. The group would include members of staff as well as the community. The role of the group is to discuss opportunities for Aboriginal students and ensure we are meeting their needs. We would like to call for parents and members of the community to be a part of our team, which will meet each term to discuss the projects we are implementing. If you would like more information please contact myself or Raylene Weldon at the school.

Our Aboriginal Studies classes, including both Stage 5 and 6, are off to a great start and it is pleasing to see Year 11 Aboriginal Studies students researching the local area for their first major project. The LOTE program has also kicked off and negotiations are in place with the Nyngan Public School to attend once a fortnight to pass our knowledge on to them.

If anyone has any suggestion, ideas or issues, please don't hesitate to contact the Aboriginal Education team. We would love any input.

Toby Miles

Aboriginal Education Team Leader

Sydney Cultural Excursion

Year 11 and 12 students excitedly set off on the Cultural Excursion last Tuesday. The bus was buzzing despite the long trip and we were ready to absorb lots of new and interesting things. The first item on the agenda was a movie at George St Cinemas- ***The Theory of Everything*** about Steven Hawking's incredible life and living with motor- neuron disease. You were lucky to see a dry eye in the house despite the boys denying it wasn't emotional at all.

Feeling academic on Wednesday, we explored Sydney University in all its beautiful glory, some feeling like they were exploring Hogwarts. There was much discussion about ATAR's and degrees with Mr Miles and Miss Scott leading the way and reminiscing about their time at university. In the Nicolson Museum I was in my element showing and explaining all the cool artefacts and ancient information. Everyone was sooooo enthralled, or so I thought until I turned around and saw everyone was at the lego-sight! The Lego Pompeii was sensational and very well done, Pink Floyd was even playing in one of the ancient stadiums. After the uni visit it was lunch time in Victoria Park. It was an absolutely stunning day as we munched on delicious Vietnamese style rolls.

On stage is the HSC Band 6 Drama performance and we were treated to some sterling performances. Some were unique and others absolutely enthralling. "Blan", performed by Newtown School of Performing Arts, had the crowd in fits whilst highlighting issues around refugees and acceptance.

Art Express is the HSC Visual Arts exhibition at the NSW Art Gallery in the Domain. We perused the gallery in awe of student's work who achieved Band 6. It was phenomenal to witness such gifted and creative students. Miss Hughan and her art students diligently discussed the works and then went to view another exhibition "Pop to Pop Art", another highlight of the trip which was truly inspiring.

"Call Back" is the HSC Dance Band 6 performers. We were exposed to the beautiful world of dancing through an array of different styles and choreography. The strength and ability of these students was incredible. In a Q & A session we learnt that one of the dancers had only been dancing for two years and another had only been exposed to the dancing world in Year 11, when he chose the subject for his HSC. It was truly remarkable witnessing the amazing talent of young people.

Thursday night was the much anticipated cultural dinner. This year's culinary delight was Thai at Newtown's Thai Lon restaurant. The majority of the students had not had Thai food before, so were in for a treat. First up was an entree of Thai spring rolls and chicken satay sticks to tantalise the taste buds. Next arriving on the table was Pad See Ew, Chicken Pad Thai, Panang Curry, Beef Massaman Curry, Rice and Mixed Veggies (we made sure they ate their greens!). The food was impressive and even the fussiest of eaters had a go and enjoyed some of the dishes.

After an action packed trip it was time to say our goodbyes to Sydney. Nyngan High School students did us proud and were commended by the bus driver for their excellent behaviour. Peter said we were the best group he has ever had and the CLEAN-EST!

I would also like to give a massive 'THANK YOU' to Miss Hughan, Miss Scott, Miss McVey and Mr Miles who did a sensational job of organising and supervising on the excursion. Also, to Mrs Bush for organising and making the awesome itinerary happen. The Sydney Cultural Excursion was an invaluable experience for all the students and it was wonderful to see the pure joy and excitement of experiencing different things.

Miss Rixon