



NYNGAN HIGH SCHOOL

INNOVATION, EXCELLENCE, OPPORTUNITIES & SUCCESS

THURSDAY 21ST MAY, 2020

TERM 2 WEEK 4

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DATE/EVENTS

*Homework Centre Mondays 3.30pm to 5.00pm Weeks A & B
Thursdays Week A ONLY*

*Senior Study Evening 7.00pm to 9.00pm
Wednesdays*

Monday 25th May, 2020

All Students return to school as of Monday 25th May, 2020 to resume full time face to face learning

We look forward to seeing you all next week



Friday 29th May - **MID TERM BREAK**

Monday 1st June - **MID TERM BREAK**

NYNGAN HIGH SCHOOL

“Integrity”



We're here to help



Principal's Report

Dear School community,

I write to you in hope you are well and are looking after yourself and your loved ones in these complex times.

As you are aware we are moving back to fulltime and face to face running of the school from May 25.

We have spent the last days and weeks making plans and organising logistics to be as ready as possible for a return to face to face learning. As stated above, this occurs Monday next week.

The learning undertaken remotely is of importance to us, please return all completed work to class teachers when you return.

We also ask that if you loaned a school computer that you bring the laptop in so we have full resources to use during the day.

Please see the advice below on what a return to face to face looks like:

- ◆ Staff and students to use hand sanitiser at the beginning of every period
- ◆ Students will be asked to wipe down desks and chairs at the end of every lesson
- ◆ Students are not to move seating in playground, it has been moved to enable greater space between larger groups of students
- ◆ Additional cleaning throughout the day of high frequency places
- ◆ Just like pre-Covid 19, students are required to be learning onsite and if not, need to explain their absences. Learning from home will cease as of May 25th
- ◆ Please uphold school uniform, behaviour and classroom standards. We will reiterate requirements to students further on their return
- ◆ Yondr pouch procedures will need to be followed. All students are not to have a mobile phone out during school time
- ◆ Full return to pre-Covid 19 timetable
- ◆ Bubblers will be non-operational and all students are asked to bring water bottles
- ◆ Sport will be non-contact but will still be running

I appreciate some are feeling anxious about returning, please make contact with the school to enable our Wellbeing and Learning Support teams to provide support and guidance on transitioning back to school. We cannot help if we do not know.

My major piece of advice for everybody is control the controllable. Only focus on the things you can do, turn up on time, follow instructions, and do your best.

The rest we can try and help with.

I am mindful to not overburden you with too much information, I have attached the DoE 'Return to full time face to face guidelines' to my information for further clarification. Please contact us with any concerns. My brilliant team are ready to help you and your children.

Look after yourself,

Kind regards,

Benn Wright
Principal



A guide to NSW school students returning to face-to-face learning

This guide is for parents and carers

Information has been updated as at 19 May 2020, until further notice.

Schools are safe and open for full time face-to-face learning

All schools are returning to full on-campus learning from Monday 25 May. All school activities and operations will be in line with Australian Health Protection Principal Committee (AHPPC) and NSW Health guidelines as applicable.

School students do not need to follow physical distancing guidelines, but should follow good hygiene practices like:

- ◆ Regularly washing hands
- ◆ Avoiding sharing drinks or food
- ◆ Coughing or sneezing into your elbow, or a tissue which should be discarded immediately.

School attendance

All students should be at school unless:

- ◆ They have a medical certificate which states that they are unable to return to school due to an ongoing medical condition
- ◆ They are currently unwell.

Students who have a medical certificate to stay at home will be supported to learn from home in line with regular procedures if they are able to. These regular procedures are different to what was offered during the learning from home period. If you require work to be provided to your child whilst they are at home due to an underlying health condition, you should contact the school for assistance.

Please note, students who live with a family member in one of the categories identified as being at increased risk by the AHPPC, should attend school unless a medical practitioner advises otherwise in writing.

If your child is unwell, do not send them to school. If they are unwell at school you or your nominated emergency contact will need to collect them immediately. Please make sure your contact details are up to date.

If a student is absent without a medical reason for more than three days, this will be recorded as an unauthorised absence and followed up by the school.

If you need any support to get your child back to school, please contact your school.

Reporting and assessment

Your child has been assessed during the learning from home period and will receive additional assessment on their return to school.

You will receive your child's semester 1 report before the end of August (week 6, Term 3). This may be a simplified version of the report you normally receive.

Schools are encouraged to discuss your child's progress with you before the written report is issued.

School activities

Teachers will continue to follow the same school curriculum with the exception of some activities that can't go ahead for now.

What children can do:

- ◆ Use the school library
- ◆ Engage in non-contact sporting activities
- ◆ Year 11 and 12 students may attend classes/activities relating to subjects available on other campuses
- ◆ VET work placement for Year 12 students is able to proceed from 1 June 2020. Year 10 and 11 work-placement is able to proceed from Term 3 2020.
- ◆ School based apprenticeships and traineeships can recommence once the relevant workplaces are back in operation
- ◆ Trade Training Centres can operate on school sites.

What students can't do:

- ◆ School assemblies (unless for critical information)
- ◆ School incursions and excursions including camps
- ◆ Work experience
- ◆ Inter-school activities (debating, inter-school sport)
- ◆ In-school activities requiring parent or other volunteers
- ◆ Use hydrotherapy pools
- ◆ Drink from a water bubbler – bring a water bottle instead
- ◆ Students cannot attend TAFE for study but may continue to learn online.

School cleaning and hygiene supplies

Your school will receive additional cleaning in line with the AHPPC guidelines and advice from NSW Health. Targeted areas include high-touch areas and other hard surfaces, door handles, lockers, light switches and handrails in stairways and movement areas. There will also be additional cleaning of toilets and bubblers and topping up of supplies like soap.

Your school has received supplies of soap, hand sanitiser, toilet paper, paper towels, disinfectant wipes and personal protective equipment. The school is able to order more as needed.

School grounds

There should be no visitors to school sites unless they are essential. Your school can provide guidance as to who is considered essential.

Your school will provide advice on drop off and pick up procedures.

Wherever possible, P&C and parent/carer/teacher meetings should be conducted virtually.

Canteens and uniform shops can open at the discretion of the principal. Out of school hours care can continue to operate.

Community use of school facilities will recommence only for uses that are necessary for continuation of education and with principal's approval.

Responding to COVID-19 cases

There is a clear plan in place for schools to respond to any suspected or confirmed cases of COVID-19 in our schools. We are working closely with NSW Health and will communicate with parents if a situation was to arise.

Deputy Principal News

As Term 2 progresses, and we continue to navigate these uncharted waters, it is so lovely to see our students and hear their stories of isolation. It will certainly be a time in our lives we remember. For some we will remember it as a positive time, for others, such as our teenagers they will remember it as very tough. Last week saw our students slowly returning and it was quite difficult for many, highlighting particularly students with anxiety and stress. Please remember that this experience will be different for everyone and the best thing you can do is have empathy and understanding for others. We can't expect everyone to cope in the same way.

The Nyngan High School staff have been working tirelessly to provide work for students online while also planning for the times they are at school. It has been a pleasure working with such a dedicated and diligent group of professionals. This is the first time our teachers have faced anything like this and have transformed their practice overnight. In doing so, we are still juggling how much work to provide and what works best for our students. Please do not get stressed if you have not completed everything as you would at school. We just ask that you have done your best. As students start to return, we ask that all work is brought back, for teachers to know where students are up to. Thank you to our parents for supporting your children during this phase, it has certainly been challenging, but most have been very successful.

Last week I had the pleasure of attending the SRC and Junior AECG meeting. What a committed and innovative group of students who are continuing to lead our school by remote platforms. Your work has been impressive, and I look forward to seeing your ideas put in to practice in the coming terms.

This time of COVID 19 can be stressful due to not having the same control over our lives that we used to. It is a time we need to focus on letting things go a little, which can be difficult. Sometimes we get so caught up on little things that do not matter. Sometimes it is worth asking, will I be worrying about this in 5 years' time? If the answer is no, maybe it isn't worth the effort. School and life can be a trying time for teenagers as everything seems like such a huge deal, even more in the time of remote learning. As a school we are here to support students through this transition by building resilience and ensuring they are equipped to deal with life after COVID.

What will you let go of this week?



she took a
deep breath
& let it go

Angie Bush
Deputy Principal

Science/Special Ed

It's been so wonderful to see students back in our classrooms over the last two weeks and I can't wait to have everyone back next week full time, we have missed you all.

Stage 4 have been continuing with the Chemistry topic both at home and at school. While at school, the learning has been complemented with practicals on separating mixtures and this week we started to look at the different elements which make up substances.

Stage 5 started a new unit this term on co-ordination and control. They have definitely enjoyed their in school practicals. Last week they dissected chicken wings, observing how muscles and tendons work and this week they dissected sheep brains, to complement their at home work on the brain and central nervous system. It's lovely to see the students exploring, questioning and discovering with these hands on experiences. That's what science is all about!

Stage 6 have been amazing through this difficult time, I have been so impressed with their standard of work, effort and engagement, and for that they should be commended. They have managed to continue with their respective courses through google classrooms, zoom lessons and even practical over zoom and MS Teams without missing a beat. COVID 19 has allowed for some new opportunities, such as Year 12 Biology participated in a live Electrophoresis demonstration (genetics testing) with a lab in Sydney and were involved in workshops with a Sydney school, all over zoom, with the opportunity to split into smaller discussion groups to complete activities throughout the demonstration. It was a fantastic experience and suddenly we did not feel so isolated or disadvantaged.

Not forgetting our **Special Education** unit, this time has been particularly challenging for these students. Mrs Hamblin and Mrs Milligan have done a great job in producing achievable work and keeping in contact with the MC students. I have been so pleased to see them attempting the work and returning it regularly, and even more pleased with how they have returned to school ready to continue their learning. The MC classes are going to start to look a little different in the near future as we welcome some new students to the unit, requiring a bit of a makeover so that the space is safe and suitable for their learning needs. Two have already commenced their transition and it's pleasing to see those students settling in so well and new friends being formed.

Thank you to all the support that parents have given their children at home with their learning and thank you to the students who have worked so hard on their at home work. Please remember as you return to school to bring back completed work from home so that we can mark it.

See you all next week!

Emma Partridge
Head Teacher Science/Special Ed.



Science Experiments

English/HSIE News

Here's a taste of what our wonderful English and HSIE teachers have been doing over the last couple of weeks:

Mr Matheson:

O4ENO are busy learning all about picture books and how they have changed over time. This week they get to put their budding knowledge into practice by creating their very own picture book cover.

O4GHE are eagerly into their history and where a number of monuments are located around the world. This week they will investigate primary and secondary sources and ascertain the differences between each .

O5GHO have been studying and analysing iconic imagery from the 20th century which is the introduction to their new "Pop Culture" topic which will be a lot of fun.

O5ENA are busy learning all about the intricacies of Gender by looking at the true meaning, powerful imagery and the danger of stereotyping. A great topic that should encourage deep thinking.

The students that have been applying themselves should be commended.



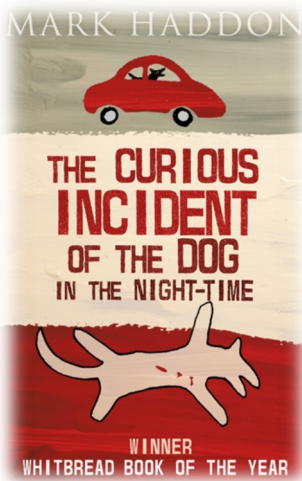
Miss Boyden:

Stage 5 Drama are navigating the waters of technology by filming a monologue for their assessment task and uploading it onto the Google Classroom. This means they will still be able to see everyone's monologue as if they were in class. The show must go on! Even if we're working from home...

Stage 6 Drama are getting stuck into rehearsing their Individual Project and their performance for their assessment task. We were able to watch a recorded production of "Parramatta Girls" from the comfort of our own homes and then have a class on Zoom about it afterwards.

Stage 4 Drama have just begun a project that will see them create their own play, including a script and costumes and everything in between. Watch Miss Boyden obsess over musicals while showing some programs and playbills she has collected over the years to give the students a rough idea of how the program should be set out. That fun video will be coming to a Google Classroom near you soon...





Miss Scott

Year 12 Standard just finished The Craft of Writing module where they learned about the different forms and structures of texts. They completed their assessment tasks and many of the imaginative writing pieces were very pertinent after we explored the dystopian genre and they described navigating these strange Covid times.

We are all very happy to be back in the classroom and have just started a close study of literature based on the novel 'The Curious Incident of the Dog in the Night-Time' by Mark Haddon. The novel has elements of crime fiction as it follows the journey of a young protagonist on the Autism Spectrum who investigates the murder of his neighbour's dog.

Miss Rixon

4HGA and 4HGO- Have recently submitted their Ancient Egypt Assessment Task. It was very impressive to see the effort and creativity that went into the tasks. Online learning has been going well and we are about to start our exciting case study on Otzi the Iceman.

5HGE and 5HGV- Are about to discover amazing fads and trends from the 20th century. The Pop Culture unit is loads of fun and we are looking forward to checking out all the music, clothing and technology from the 1960's until now.

Modern History - Year 11 and 12 have been amazing with their online engagement. I cannot praise them enough for their efforts and it is a credit to them. The Year 12 boys are continuing their HSC journey with Russia, but keen for the topic Conflict in Indochina later this term. We have been taking advantage of the extra HSC study resources available and attending online seminars which have been a great help during these trying times.

Year 11 have been inquisitive and interested learners of history. They love asking questions and talking all thing history. The Cuban Revolution is where it is at for this term. This is a completely new and different area of history these guys haven't explored before and their curious minds can't wait to learn more.



Mr Partridge

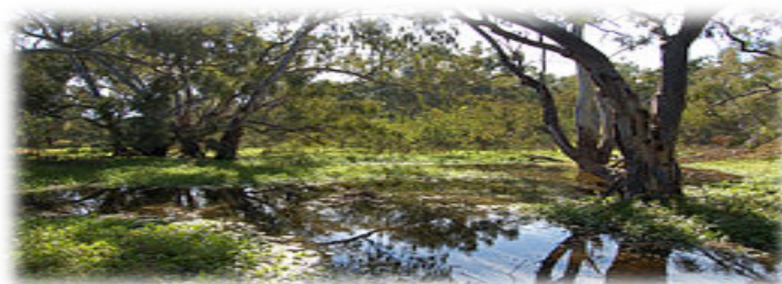
4ENE - The class has recently submitted their speeches based on the novel, *Then*, by Morris Gleitzmann. They have begun a unit on picture books, learning about their history and the techniques writers and illustrators use in their composition.

5HGA - The class recently submitted their research investigation on the Macquarie Marshes. They have started studying a history of popular culture, starting with a source study on iconic photographs of the 20th century.

5ENE - The class recently submitted their speeches based on Anh Do's memoir, *The Happiest Refugee*. They are now working on a study of the representation of gender in society, beginning with an examination of TV and advertisements. They will soon begin to explore gender stereotypes.

11ENS - Year 11 Standard English are studying multimodal and non-linear texts in the 'Contemporary Possibilities' module. This is a fantastic unit, focusing mainly on digital texts. This week, they are analysing the award winning New York Times multimedia article, *Snow Fall: The Avalanche at Tunnel Creek*.

4LOTE and 4LOTA - The class recently learned Ngyiampaa vocabulary about body parts and bodily functions. They are designing a board game using Ngyiampaa words, and will soon begin learning vocabulary about animals.



TAS Faculty

I would like to start by saying how impressed I am with the students and their enthusiasm for their new learning platform. The TAS staff, Miss Stafford, Mr Webb, Miss Orchard and Mrs Smith have been busy ensuring the students stay on track with many quality learning experiences being made available for them. While this has been a very big learning curve for us all I believe it has added value to the student's ability to work independently. This is a bonus as we all continue to be lifelong learners.

Stage 5 Agricultural Technology this term is looking at Cereal production in particular Wheat. It was wonderful to see the recent rainfall that allowed many farmers to sow a crop. The students along with **Stage 4 Technology Mandatory** have been given oat seeds of their own so they can watch and record the growth. It was awesome to see the smiling faces of my **Stage 6 Primary Industries** class last week. This term they are looking into animal husbandry units.

Stage 4 Technology Mandatory have been busy working on their cross stitch as part of their practical component. Once they are all complete I look forward to joining them all in a quilt to mark this historical occasion.

Year 12 Jerseys have arrived and I think Year 12 look fantastic in them.



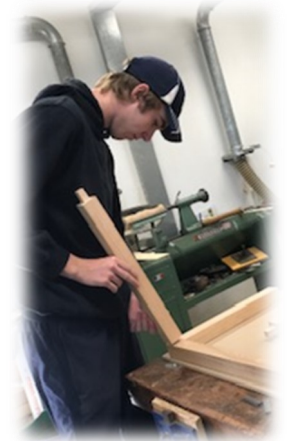
Mr Webb's **Stage 6 Industrial Technology** class have been busy working on their major works and making him a happy teacher!

Year 12 in particular need to be recognised for maintaining their focus on their schooling and staying positive. We are all here to help you succeed. From a careers point of view many opportunities are still available for you to access regarding future decisions. Students are encouraged to check their emails on a regular basis.

Students are reminded if they need any assistance with their work or to know how to access a learning resource please just ask. No question is ever silly.

Stay Safe

Mrs Walsh
Head Teacher TAS/PDHPE/Careers



Maths/CAPA news

Welcome to Week 4!

It has been an exciting fortnight where we saw the return of students and were able to work with them on the lessons staff had spent a great deal of time adapting and preparing. For this a big shout out to: Miss Collier, Mr Lennon, Miss Hughan, Miss Mason, Mr Arnall, Mr Matheson and Miss Stafford; your lessons have engaged and challenged our students.

A message from Miss Mason:

The last two weeks have been ones of balance. At home, I have been able to continue my own learning and improve my skills as a teacher and spend time with my fur baby. In saying that, I have loved every minute returning to Nyngan High School. It has been great to come back and work with my colleagues, every one of them works so hard for the students at Nyngan High School. It has also been fantastic to come back and teach the students, they have been happy to see their classmates but they have also come back with a new appreciation for being at school. During isolation, our students have grown in maturity, have a stronger sense of resilience, have shown great adaptability and an overall positive manner while transitioning back.

My shoutouts this week go to: Charlotte Ryder, Whitney Pack, Jess Hall and Blair Quinton for their determination and strong work ethic in all learning areas. Shoutouts also go to: Samuel Milligan, Gracie Sanderson, Jet Besant, Shane Rose, Zoe Lord, James Flis and Seth Hancock for their wonderful engagement in class.

This fortnight in **Music, Stage 4** have been learning about Pop music of the 80's, in particular the fashion trends and music styles and artists that are synonymous with the 80's. They should have completed 4 of the 8 tasks for their assessment this term, halfway there! It has been wonderful seeing all of your responses on Google classroom and the hard copies in my pigeonhole. **Stage 5 Music** are Jazzing it up this term and should be practising their pieces as well as completing those weekly tasks. Stand outs are Jack B, Kearah, Whitney, Brydie and Chad. In **Stage 6**, it has been wonderful seeing all of your beautiful faces in class! Even better to see what you have achieved during the lockdown period; I am very impressed with how well you have practised your performance pieces so far.



In **Mathematics, Stage 4** have been converting fractions, decimals and percentages; our students will use these skills in a wide range of situations in their future schooling and beyond. Congratulations to the following Stage 4 students who submitted outstanding work in the last week whilst working from home: Caitlin Bunting, Charlotte Ryder, Gemma Boland, Lily Crosland, Meg Richards, Oliver Fitzalan, Shania Dutschke, Blair Quinton, Seth Hancock, James Flis, Nicholas Motley, Riley Mulheron, Matt Lynch, Victoria Walsh, Meg Meldrum, Harrison Gudgeon and Lucy-Jane Dowling.

Stage 5 have completed the Financial Mathematics topic where they focused on saving and investing money. This topic exposed students to the difference between simple and compound interest and what depreciation is. The following Stage 5 students are to be commended for their work from last week: Tyson Deebank, Bailey Ryder and Trae Smith. They will next start the topic Linear and non-linear relationships; which will be explored using a variety of technologies.

Year 11 Advanced has commenced Trigonometry and **Year 12 Advanced** Statistics; Year 12 have an assessment task due in Week 6. **Year 12 Standard 1** are hard at work looking at Investments, specifically simple and compound interest. Mr Matheson hopes that upon leaving school, they will be armed with some knowledge as to what interest they will be required to pay on their house, personal loan and credit card. **Year 12 Standard 2** have been tirelessly working at completing their content. Recently they practised graphing non-linear functions including quadratics and exponentials. They will now be moving onto financial mathematics where they will be looking at shares and dividends. Are they currently a solid investment? This will soon be a discussion occurring in the classroom.

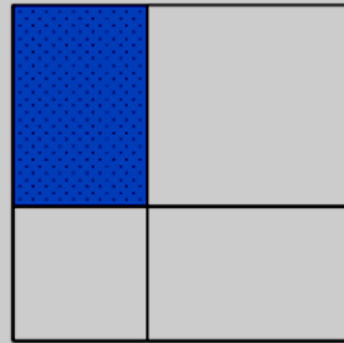
Miss Stafford's **Stage 6 Dance** class have been working extremely hard both on site and off site. Caroline and Saranna have been busy composing movement for their Core Composition works. A Core Composition is a core practical task where students must use the elements of Composition to explore originally choreographed movement that portrays a theme or intent. The girls have also worked at school with Miss Stafford completing half of their Major Study Performance practical piece for their HSC. The work is titled, 'The Rain', and explores drought and its implications on the land (something both girls have seen first hand). **Stage 5 Dance** have been super visible on google classroom, looking at their Cultural Study 'Mathinna' by Bangarra Dance Theatre.

The HSC examination timetable was released last week and following is a summary of the dates for the Maths/CAPA students of 2020:

- ◆ Wednesday 21st October – **Music 1 Aural Skills 1:55pm – 3:00pm**
- ◆ Monday 26th October – **Mathematics Standard 2 9:20am – 12:00 noon and Mathematics Advanced 9:20 – 12:30pm**
- ◆ Tuesday 27th October - **Visual Arts Art Criticism and Art History 1.55pm – 3.30pm**
- ◆ Friday 6th November - **Dance Section I Core Appreciation 9.25am – 10.30am**
- ◆ Wednesday 11th November (last exam) - **Drama 2.25pm – 4.00pm**

A problem to make your day:

A square is divided up into two smaller squares and two rectangles as shown.



If the areas of the two smaller squares are 16 cm^2 and 25 cm^2 , what is the area of the shaded rectangle?

18 cm^2

20 cm^2

22 cm^2

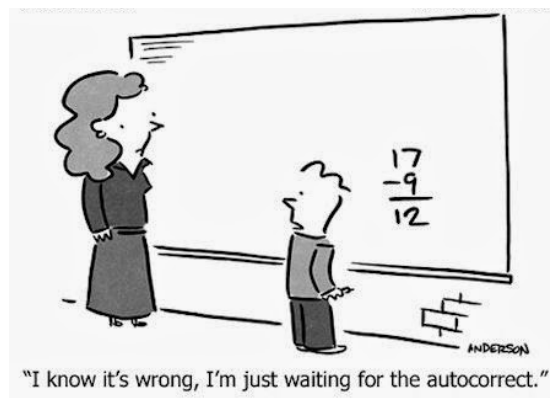
24 cm^2

28 cm^2

Show me the working and the correct answer and I will give you a reward.

Until next fortnight

Tanya Buchanan
Head Teacher Maths/CAPA



Checking in with the Chook,

Our last newsletter shared the fabulous books that had arrived from our subscription with ASO, this newsletter I'm happy to report that we have benefited from a very generous donation of books. Our very own Marcia MacMillan turned up with a tub of fabulous books for you. From special anniversary Harry Potter novels to a stunning text plotting the work that went into planning the Uluru Statement from the Heart.

Browse online via your My Library link and either reserve or email me with any thing you would like to borrow, you don't need to worry about bugs, I'll sanitise any books before popping them in a bag for you.

Happy reading guys.

Thank you Marcia,

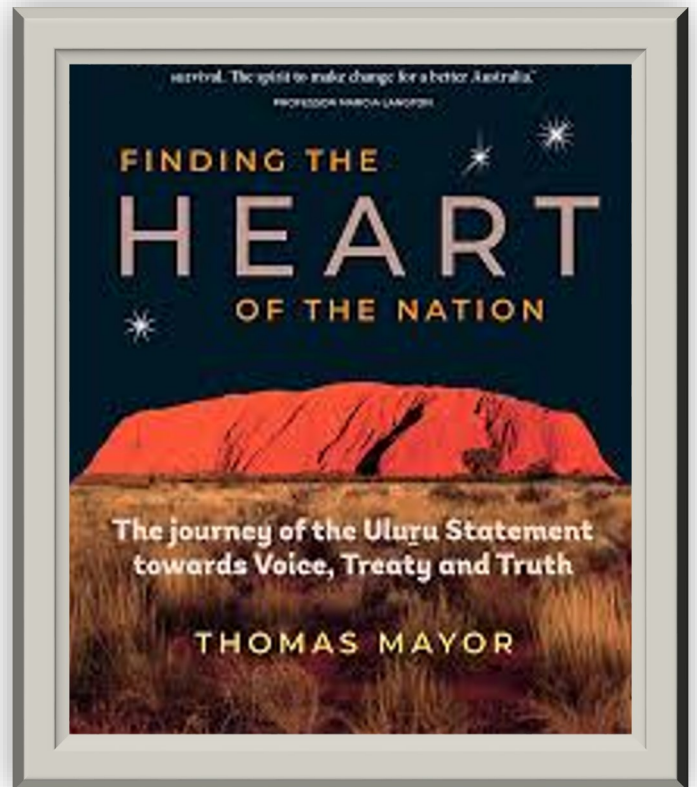
Finding The Heart Of The Nation—Thomas Mayor. *

This is a book for all Australians.

Since the Uluru Statement from the Heart was formed in 2017, Thomas Mayor has travelled around the country to promote its vision of a better future for Indigenous Australians. He's visited communities big and small, often with the Uluru Statement canvas rolled up in a tube under his arm.

Through the story of his own journey and interviews with 20 key people, Thomas taps into a deep sense of our shared humanity. The voices within these chapters make clear what the Uluru Statement is and why it is so important. And Thomas hopes you will be moved to join them, along with the growing movement of Australians who want to see substantive constitutional change.

Thomas believes that we will only find the heart of our nation when the First peoples – the Aboriginal and Torres Strait Islanders – are recognised with a representative Voice enshrined in the Australian Constitution.



An Awesome Ride: through a father's eyes. –Cameron Miller and Andrew Clarke *

In 1994, when Cameron Miller found out he was going to be a father, he hoped his boy would have an easier childhood than he'd had. Before he was two weeks old, Cameron's son, Shaun, had his first operation. Suffering from Congenital Heart Disease (CHD), he had his second heart transplant when he was thirteen. Ultimately, he endured about 1000 medical procedures.

Tragically, Shaun passed away only a few weeks after he'd posted his video, and his father struggled to cope. Suffering from crippling grief, Cameron attempted suicide and spent time in a psychiatric institution.

Today, with the establishment of the Shaun Miller Foundation, Cameron is a warrior for all children with CHD and their families, just as he had been for his son.

Through his father, and through this book, Shaun's unbreakable spirit lives on.



The Harp of Kings—Juliet Marillier. *

Eighteen-year-old Liobhan is a powerful singer and an expert whistle player. Her brother has a voice to melt the hardest heart, and is a rare talent on the harp. But Liobhan's burning ambition is to join the elite warrior band on Swan Island.

When ambition clashes with conscience, Liobhan must make a bold decision—and the consequences may break her heart.

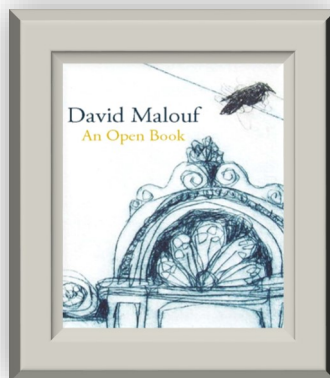
Merle Thornton: Bringing the Fight with Melanie Ostel. *

Merle Thornton (mother of actress Sigrid Thornton) is one of our game changing, pioneering feminists who helped bring about positive change for generations of Australian women. In her most audacious act, in 1965 she, along with Rosalie Bogner, chained herself to the bar at the Regatta Hotel in Brisbane to protest the law that excluded women from public bars.



Chamber of Secrets, Prisoner of Azkaban (Anniversary Editions) - J.K. Rowling. *

You know the young wizard, you know the adventures, but here's your chance to re-engage with the magic in either the Hufflepuff or Slytherin editions—dressed in fabulous House Colours.



An Open Book by David Malouf *

An Open Book celebrates the power of poetry and reaffirms David Malouf as one of Australia's most celebrated and beloved writers.

How to save the whole stinkin planet—Lee Constable *

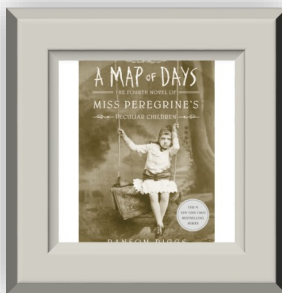
Let's go on a journey – it's going to be stinky, sticky and pretty gross, but if you want to be a waste warrior it's the most important journey you'll ever take.

How to Save the Whole Stinkin' Planet will take you on a garbological adventure like no other. From diving into the rubbish bin and delving into landfill, to rummaging through the recycling and digging about in compost.



Beastspeaker: The flight—W.A.Noble *

Children are disappearing from the city of Seddon without a trace. The city gates are locked and guarded, but still the children disappear. One night, Seeger and his friend Boyd are taken and they at last understand the mystery. The abductors are using dragons!



Map of Days—Ransom Riggs.

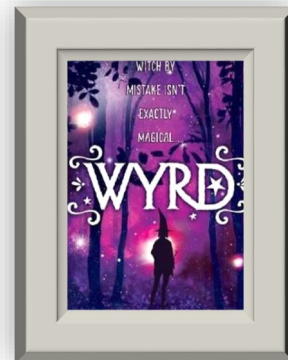
The fourth book in the series telling the tales of Miss Peregrine’s Peculiar Children.

Here the kids are fighting enemies in modern day America with all the hazards that entails.

Wyrd—Cate Whittle *

Becoming a witch by mistake isn't exactly magical...

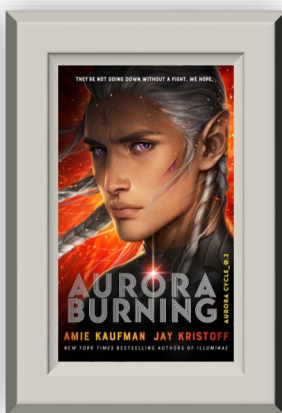
Emma and Pip just cannot seem to get along. This shouldn't be a problem if it weren't for the fact that Emma's dad is getting married to Pip's mum!



Swallow the Air—Tara June Winch.

When May’s mother dies suddenly, she and her brother Billy are taken in by Auntie. However, their loss leaves them both searching for their place in a world that doesn’t seem to want them. While Billy takes his own destructive path, May sets off to find her father and her Aboriginal identity.

In this startling debut, Tara June Winch uses a fresh voice and unforgettable imagery to share her vision of growing up on society’s fringes. Swallow the Air is the story of living in a torn world and finding the thread to help sew it back together.



Aurora Burning—Aime Kaufman and Jay Kristoff.

Our heroes are back . . . kind of. From the bestselling co-authors of the Illuminae Files comes the second book in the epic Aurora Cycle series about a squad of misfits, losers, and discipline cases who just might be the galaxy’s best hope for survival. Shocking revelations, bank heists, mysterious gifts, inappropriately tight bodysuits, and an epic firefight will determine the fate of the Aurora Legion’s most unforgettable heroes—and maybe the rest of the galaxy as well.



Black Flamingo—Dean Atta

Fiercely told, this is a powerful coming-of-age story told in verse, from one of the UK's leading poets, Dean Atta.

A boy comes to terms with his identity as a mixed-race gay teen - then at university he finds his wings as a drag artist, The Black Flamingo. A bold story about the power of embracing your uniqueness. Sometimes, we need to take charge, to stand up wearing pink feathers - to show ourselves to the world in bold colour.

Love Simon—Becky Albertalli

Straight people should have to come out too. And the more awkward it is, the better.

Simon Spier is sixteen and trying to work out who he is - and what he's looking for.

But when one of his emails to the very distracting Blue falls into the wrong hands, things get all kinds of complicated.

Because, for Simon, falling for Blue is a big deal . . .

It's a holy freaking huge awesome deal.

Yr 8 up

