

A school community fostering creativity, individuality and leadership while striving for excellence in teaching and learning.

Welcome to Term 3

FROM Susan Wyatt, The Principal

The most exciting happening so far has been the taking possession of our new building – G Block. Students returned on Tuesday 18 July to a different set of buildings and a new timetable. Gone were the many demountables and in their place was an enormous new building full of wonderful classrooms, a new theatre, a new hall, a new library, a new canteen and fabulous out door sport and recreation spaces. For the first week or so it took everyone, students and staff time to find their way around the new building and to work out which was the quickest way to get from place to place. Surprisingly quickly however everyone grasped the new paradigm, found their new recess and lunch spots and decided that the library was definitely the place to be!

On that Tuesday, there were balloons on the gates welcoming students and we started the day with a full school assembly. Not since 2009 have we been able to fit the whole school into the one space for an assembly and while the hall was packed tightly, nevertheless we were all together. Our wonderful Year 12 music students provided us with a short concert and so the school took possession of the new building.

I have conducted many tours of the building and each person seeing G block for the first time is impressed with the facilities on offer, from the beautiful dance studio to the orchestra size music studio. Many of the new classrooms provide staff with the opportunity for future-focused learning, where teachers can team teach, collaborate and multiple classes can mix together researching and problem solving. On the fourth level is an enclosed court which can be used for tennis, basketball or

netball.

In front of the library on the third floor is a wonderful outdoor courtyard where students can spill from the library to again work collaboratively or just take in the view. In fact, the views from the third and fourth floors are stunning looking over the Harbour and North Head to Manly in the east and the city skyline to the west.

Last week a delegation of principals from Slovenia visited the school and were incredibly impressed with the facilities and pedagogy on offer at our school. They were fortunate to see a Year 12 drama group-devised performance in our new theatre, a musical performance in the new music studio and of course the new hall. They also were impressed with the incredible works within our oldest building the art block.

Furthermore, the staff are thrilled to have for the first time a staff common room where all teachers can meet for professional learning, staff meetings and network meetings. As you can see we are proud of our new building. The next stage is the removal of an old building in the centre of the school and the landscaping of the central area. This final stage will provide much needed playground space for our students. It is anticipated that by the start of 2024 all work will be completed.

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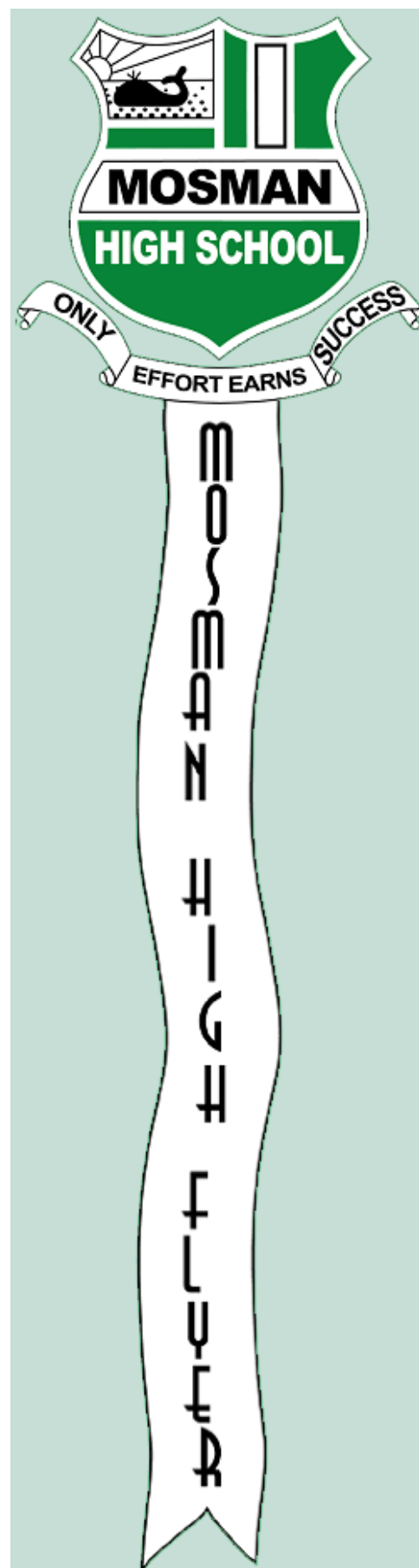
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P&C Meeting

7pm, Thursday, August 17th

All Welcome

**Staff Common Room on 3rd
floor of G Block**



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Of course, Term 3 is a busy one for Year 12. In Weeks 2 and 3, they completed their trial HSC exams and this completes their school assessments. Year 12 students involved in performance or major works also complete these tasks in Term 3 and already we have the final dates for society and culture PIPs, HSC drama and dance performances and the assigned days for the marking of Design and Technology and Industrial Technology. Then, towards the end of this term Year 12 graduate from school prior to starting their HSC examinations in Term 4. After thirteen years of primary and secondary school, these wonderful young men and women will venture beyond school to an awaiting tertiary pathway.

Furthermore, Term 3 will see two camps take place. The first is the Year 9 Ski Camp. In Week 6, all Year 9 students will travel to

travel to Jindabyne for a week of skiing. Hopefully, the warm weather we have been experiencing becomes colder and snow producing. Then in Week 10, Year 8 head off to a camp where the focus is on the environment and sustainability.

Term 3 is also the last term for Year 11 Preliminary, before they progress to Term 4 which is the first term of their HSC year and the HSC cycle begins again.

You will see further into the High Flyer that many of our students are achieving amazing feats in the areas of sport, music and leadership. Particular congratulations to:

- Lili MacPherson (Year 12) who was placed first in the region in javelin;

- India Risby (Year 11) who was placed second in the world in jui-jitsu;
- Rafferty Laight (Year 10) and Elsa McNamara (Year 12) who are successfully progressing in the Talent Development Program;
- 'Astrovan' – our Year 12 rock band who were runners up in Youth Rock 2023;
- Elsa McNamara (Year 12) who made it to the last twenty-four of 'The Voice'; and
- Our dancers and musicians who will be featured in the 2023 Schools Spectacular.

What a wonderful start to Term 3!

Delegation of Principals from Slovenia



Deputy Principals' Reports

FROM Joshua Ferguson, Stage 6 Deputy Principal

Effective Study Skills

This edition's article is about effective study skills and how students can structure their study to get the most out of each session.

Developing a study timetable will ensure that students organise their time wisely, as the old saying goes '*Fail to plan, plan to fail*'. Students should take a holistic approach to evaluating what commitments they have each week and develop a study plan to suit their needs.

To achieve their best results students should aim to study on average in Year 11 for 2-3 hrs per day across a 7 day week and increase this to 3-4 hrs per day across a 7 day week in Year 12. Students need to adjust their timetable regularly (every 2 weeks) to meet the recommended study time and ensure that it reflects the dynamic changes to their workloads.

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4:00 AM									
5:00 AM									
6:00 AM									
7:00 AM									
8:00 AM							8:30 AM		
9:00 AM			8:54 AM				9:30 AM		
10:00 AM			10:00 AM				10:28 AM		
11:00 AM			11:05 AM				11:26 AM		
12:00 PM			11:35 AM				11:56 AM		
1:00 PM			12:40 PM				12:54 PM		
2:00 PM			1:45 AM				1:52 AM		
3:00 PM			2:15 AM				2:22 AM		
4:00 PM			3:20 AM				3:20 AM		
5:00 PM			4:20 AM				4:20 AM		
6:00 PM									
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10:00 PM									
11:00 PM									

This criteria can be adjusted based on your needs

☐ Sleep
☐ School
☐ Travel
☐ Dinner
☐ Chill Out
☐ Friends
☐ Study Time
☐ Work

NOTE:
If you wish to have 2 nights out on the weekend, extra study will need to be done on the other days to maintain the 3-4 hrs/day average.

Continued on page 4

Deputy Principals' Reports

FROM Joshua Ferguson, Stage 6 Deputy Principal

Effective Timetable

Below is an example of an effective timetable which also includes a 'checkbox' so students can keep a track of successful study sessions.

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10:00 AM	<input checked="" type="checkbox"/>	<input type="checkbox"/>	10:00 AM	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	10:28 AM	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
11:00 AM	<input checked="" type="checkbox"/>	<input type="checkbox"/>	11:05 AM	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	11:26 AM	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
12:00 PM	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	11:35 AM	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	11:56 AM	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
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7:00 PM	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
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☒ Sleep

☒ School

☒ Travel

☒ Dinner

☒ Chill Out

☒ Study Time

☒ Gym

NOTE:
If you wish to have 2 nights out on the weekend, extra study will need to be done on the other days to maintain the 3-4 hrs/day average.
20

+ ≡ Yr 12 A Yr 12 B T2 W6 (B) T2 W7 T2 W8 (B) T2 W9 (a) T2 W10 (B)

Study sessions need to focus on the knowledge, skills and understanding required to demonstrate their understanding of the content for each subject. Therefore, it is important to come up with a weekly plan that accounts for these key areas.

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Deputy Principals' Reports

FROM Joshua Ferguson, Stage 6 Deputy Principal

The following is an example of a list of activities you could do each week for revision. By doing all of these things you will focus on the key areas needed for success. You should also consult with your teacher if you get any multiple-choice questions wrong and make sure you understand the reasoning behind the correct answer. You should submit one extended response each week to your teacher for marking. If you don't get full marks you should find out why and then re-do it. This is a little bit of work but it is really important you do this. This only takes 1 hour & 40 minutes a week.

Revision Plan - PDHPE example									
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	A	B	C	D	E	F	G	H	I
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2		Focus Areas							
3		Read glossary	Syllabus	Practice multi choice	Read over main notes	Creating & reading summaries	Writing extended response	Know verbs	Read over Health stats
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9	5	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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11	7	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12	8	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13	9	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14	10	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15									

Now that Year 12 have finished the trial HSC it is critical they reflect on their answers and seek feedback from their teacher on ways that they can improve before the final HSC exams. Additionally, Year 11 are moving towards their formal yearly exams which will require significant study prior to ensure that they perform their best. Utilising these strategies will provide the structure they need to cover the course content and also the necessary practice applying it to sample questions.

To access the sample documents above click [HERE](#)

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FROM Tony Gahan, Stage 5 Deputy Principal

Welcome back to Mosman High School and hello new and exciting learning spaces. The following includes some wellbeing initiatives to support the dinner table conversations. I cannot stress enough the importance of modelling conversations around the dinner table which lead to constructive conversations supporting the wellbeing of our community.

We work closely with the medical fraternity to better enable students to access their learning. NESA requires a documented trail of early intervention, supported by an overview of the nature of the external intervention, the time frame of this intervention and the strategies that the school can implement to support the student. As such, we always recommend that visits to the GP, psychologist, paediatrician etc are supported by informing the school as to how the students learning is likely to be impacted. The medical fraternity are well versed in creating documentation to this affect and are best placed to address this need as soon as treatment is provided.

In some cases, it may be deemed beneficial to request that our school counsellor reaches out to discuss with the student's medical provider, how we can best assist. The school protocols around confidentiality and the sharing of information are transparent and readily accessible.

Parents and carers are included in any initiatives moving forward and it may be agreed that an Independent Learning Plan (ILP) is created. The Learning & Support Committee uses the documentation provided to the school by the medical fraternity, to create a Draft ILP. That draft is then sent back to the parent/carer and student to satisfy the need to incorporate any additional strategies. The parent/carer may wish to send the draft onto the medical provider. After all stakeholders are satisfied, the ILP is tabled and the ILP is distributed to the teachers of the student to implement. The ILP is then reviewed as appropriate to any changes in treatment or circumstances on a regular basis.

I feel this is a robust system of intervention. My recommendations are:

- Always book appointments. If they say there is nothing for a year, still book it. You can always cancel if you are fortunate to find other.
- Always ask the medical provider to follow up with something in writing, specifically around students accessing their education.
- Ask the medical provider to articulate to your child, what does success look like and over what period of time should they expect to experience it.
- Book a follow up appointment before leaving. That way you can discuss markers of success or not.
- Encourage your young adult to value the expert. They may not get it right in the first round but give them a go and always communicate with them rather than taking it upon yourself to determine the next step.

Finally, we value student privacy and understand that they do not wish to bring attention to themselves. I feel that we are on solid ground in saying that our school is best practice in Wellbeing. We need students to trust that we will work in such a way that their education and social needs are supported without compromising their confidentiality.

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NSW School Vaccination Program, Monday 21st August, 2023

NSW Health will offer the following free vaccinations at your school clinic to all Year 7 and 10 students:

- Year 10 – Meningococcal ACWY
- Year 7 – Human Papillomavirus (HPV), (single dose only) (if not already vaccinated) and Diphtheria-tetanus-pertussis (dTpa)

If your child is in Year 7 or Year 10 this year, you can provide online consent for their routine school vaccinations. Please complete this consent at least 2 days prior to the school clinic. Vaccination will only be provided at school if consent has been received.

If your child was absent for the school clinic held earlier in the year, they can be vaccinated at the next school clinic on 20th October 2023.

How to provide consent:

1. To complete online consent for your child's school vaccinations, visit: <https://nswhealth.service-now.com/school>
2. Follow the steps to log in to your existing ServiceNSW account. This is the same account you may already use to renew your driver's licence. If you don't have an account, refer to ServiceNSW to create one.
3. Confirm or update your personal details in ServiceNSW as required.
4. Complete the School Vaccination Consent Form for your child/ren. You will need to:
 - a) Enter your child's details including Medicare card number
 - b) Read the linked Parent Information Sheet and Privacy Statement
 - c) Provide consent

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FROM Tony Gahan, Stage 5 Deputy Principal

If you or your child do not have a Medicare card, consent can still be provided by requesting a paper-based consent form directly from your child's school. For more information on school vaccinations, visit

www.health.nsw.gov.au/schoolvaccination

For information in your language, visit

www.health.nsw.gov.au/immunisation/Pages/school_vaccination_language.aspx

For further guidance to complete the form visit

www.health.nsw.gov.au/immunisation/Factsheets/online-consent-school-vaccination-english.pdf



<https://soundcloud.com/nswact-racgp/e-cigarettes-and-young-people>

Vaping, or e-cigarette use, is increasing across Australia along with the potential for long-term nicotine addiction. GPs are well placed to identify patients who are vaping and smoking, and to assess nicotine addiction as well as the other harms associated with use.

This podcast will explore the evolving landscape of e-cigarettes as well as provide practical tips on managing nicotine addiction. It will also address ways to raise the issue of vaping in a non-judgemental way and resources and services available to GPs for continuity of cessation care and support.

Resources:

- Evidence based approaches to quit nicotine webinar (Oct 2022) - racgp.org.au/racgp-digital-even...s-to-quit-nicotine
- 'Do you know what you're vaping?' Information for Health Professionals, has a range of resources including posters, fact sheets and social media tiles - www.health.nsw.gov.au/tobacco/pages/...essionals.aspx
- Tools for Health Professionals, includes links to the RACGP supporting smoking cessation: a guide for health professionals - www.health.nsw.gov.au/tobacco/Pages/...essionals.aspx
- KidsQuit - kidshealth.schn.health.nsw.gov.au/kidsquit...learning
- Quitline - www.quit.org.au/

Five ways to help students who are struggling with anxiety



Picture this. You are 12 years old. First day of high school, about to do it all over again. Only this time, things are different. On top of the usual pressures, expectations, puberty, hormones, academic and social competition that you faced last time, you now live in a world with pandemics, lockdowns, 24-hour "catastrophic" news cycles, social status quantified into "likes" and "followers", anonymous bullying, body image distortions running amuck, and any career you aspire to now has a good chance of being replaced by artificial intelligence by the time you finish school. Feeling anxious yet?

Anxiety disorder is the leading mental health disorder in Australia with 17% of the population experiencing one in a 12-month period since lockdown, and as high as 31% in the younger population (Australian Bureau of Statistics, 2022). Last year, Mission Australia's comprehensive annual Youth Survey Report (2022) found that, once again, mental health was one of the top three concerns of young people, that one in five mentioned anxiety or panic attacks, and our clinical data at KYDS shows the severity of anxiety in those presenting for treatment locally has increased 7% over the past three years (KYDS, 2022).

The good news is that school staff can play a role in helping. We asked some of our clinical staff "What is one thing you would encourage teachers to understand or do differently to help students who are struggling with anxiety?" Here were some responses (paraphrased with permission):

1. Manage expectations

"Appreciate the difference between your expectations and assumptions compared to the reality of where they are at right now" – Michelle Sully.

When there is a strong disconnect between where a person is and where we (or they) feel they "should" be, this can cause a lot of anxiety. Appreciating the different strengths and stages of development unique to the individual, while encouraging growth and persistence, can alleviate frustration and reduce unnecessary anxiety.

2. Model the behaviour

"How do you manage yourself and your own emotions as a role model in their life? They can't be what they can't see" – Alice Check.

Whether we like it or not, we live and thrive in social ecosystems and even the best of us feed off the energy of others. Young people are particularly attuned and responsive to the emotional states of those around them (especially the adults in their lives). The more emotional stability you can bring into your own life, the more you can share it with them.

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FROM Tony Gahan, Stage 5 Deputy Principal

3. Empathise with their reality

"Think of anxiety like a smoke alarm. Most of the time, it's just burned toast setting it off, and that's what you're seeing. But in that moment, all they are hearing and feeling is the alarm going off" – Michael Barker.

On an evolutionary time scale, the rational parts of the brain are much younger than the emotional parts, and much less developed in younger people. You may see a situation as "trivial", and in time they may too. However, right now, it's all that matters to them – and the nervous system won't have it any other way. Appreciating this and validating the feeling can go a long way.

4. Create mindful opportunities

"Allow a few moments for students to ground themselves and be present before beginning the class" – Tais Telles Barbero

There is a reason why public speakers wait until the audience is completely silent, why prayer or meditation can be so relaxing, and why the 5-4-3-2-1 method is effective in reducing panic and anxiety (noticing five things you see, four things you hear, three things you feel, two things you taste and one thing you smell). Bringing small moments of mindfulness into your day, both for yourself and the people around you, can make a huge difference.


5. Look beyond the behaviour

"Stay curious and compassionate" – Antonio Nascimento

It can be tempting to dismiss something as "bad behaviour" or worse, a "bad student", but nothing is black-and-white. School refusal, class disruption, anger outbursts and similar behaviours are often symptoms of something deeper. Every adult has the opportunity to be that one person who listens without judgement – often this is all a person needs.

If you enjoyed this article and would like to help parents support young people, tune in to our upcoming webinar "From worriers to warriors: how to help your socially anxious child". Click [here](https://lu.ma/q49jfiwm) to sign up.

Click this link to register: <https://lu.ma/q49jfiwm>



From worriers to warriors: How to support socially anxious young people AUG 16

Hosted by KYDS

Wednesday, August 16
6:30 PM to 8:00 PM GMT+10

Registration

This is a multi-session event. Please choose the sessions you would like to register for.

☒ **Full Series**
Get access to all sessions

☐ **Individual Sessions**
Choose sessions to join

People

Hosts
KYDS

271 Guests [View All](#)
Catharine Munro, Susan Burke and 269 others

[Register](#)

About Event

Does your son/daughter/student frequently worry or avoid school, social gatherings or public events? Have their fears to engage in school or social activities worsened since lockdown?

While social anxiety amongst young people is higher than ever, we have found a number of effective ways to manage it, to support young people, and to help them become more confident and capable versions of themselves.

Join Michelle Harvey on **Monday 31st July at 12:30pm** and Nick Kenny on **Wednesday 16th August at 6:30pm** as they share simple and practical guidance on how to help young people manage their social anxiety.

Key takeaways include:

- Empowering parents: Learn effective strategies to support your child and help them thrive in social situations
- Understanding social anxiety: Gain insights into the challenges faced by young people with social anxiety
- Practical coping techniques: Discover practical tools and techniques to empower them and build their self-confidence
- Build a supportive environment: Learn how to create a nurturing and understanding home environment that encourages growth and well-being

About the organisation:

Since 2005, KYDS Youth Development Service has offered free and ongoing counselling to young people and their families with no mental health or GP referral needed. Their team of over 20 counsellors, youth workers and psychologists deliver over 6000 sessions to more than 400 families each year, with offices at Lindfield, Hornsby, Waitara, Avalon, Gordon, Kirribilli and St Ives.

They have also delivered workshops and presentations in over 50 schools on mental health & resilience, transition to high school, young men's & young women's issues, and managing the HSC years.

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FROM Tony Gahan, Stage 5 Deputy Principal

Click here to Register:

[https://go.elevateeducation.com/1/891981/2023-07-19/pd5vj/891981/1689746172UT3pFYUL/Elevate Education Webinars Term3 Aus.pdf](https://go.elevateeducation.com/1/891981/2023-07-19/pd5vj/891981/1689746172UT3pFYUL/Elevate%20Education%20Webinars%20Term3%20Aus.pdf)

Term 3 Parent Support Series

Free Parent Webinars

Join us and Elevate Education for FREE 60-minute webinars designed to help you support your child's studies at home.

Click here to Register

In Term 3 we'll cover:

1. **How to Get (And Keep) Your Child Motivated**
- 2nd August @6:30
2. **How You Can Make Technology an Ally (& Not the Enemy!)**
- 16th August @6:30
3. **How To Help Your Child Improve Their Note Taking**
- 30th August @6:30
4. **How You Can Support Your Child During Exams**
- 13th September @6:30

THE ACAP CLINIC

A not-for-profit training clinic staffed by supervised final year psychology, psychotherapy, counselling, and social work students.

We celebrate, value, and include people of all backgrounds, genders, sexualities, cultures, language groups, bodies, and abilities for all ages.

- ✓ Individual Therapy
- ✓ Art for Happiness
- ✓ Mindfulness Group
- ✓ International Student Wellbeing Drop-in Group
- ✓ Psychometric Testing
- ✓ Building Self-Compassion Group
- ✓ Social Anxiety Group
- ✓ Compassionate Mind Training

All services are currently FREE

acap.edu.au/applied-psychology/psychology/psychology-clinic/
psychinfo@clinic.acap.edu.au
(02) 8236 8070

Services available via Zoom or face-to-face in Sydney, Melbourne, Brisbane, Perth and Adelaide.

The wait list for services is brief (up to 2-4 weeks), and we work with children, young people and adults (including older adults). There is no wait time for face to face clients in Sydney, Melbourne and Perth.

We provide therapy in person at our Clinics in central Sydney and Melbourne as well as some additional outreach locations. Those who are more isolated or outside metro Sydney/Melbourne are offered telehealth.

Referrals are made via email clinic@acap.edu.au or via our website. You can also refer via telephone: 02 8236 8070.

Services are delivered free- at no cost and are not time-limited.

Referrals are accepted Australia wide and can be made through self-referral or via a warm referral from your service.

The service is available to all people regardless of visa status. Refugees and International Students are very welcome.

In addition to individual therapy, there are a number of group work programs running in 2023. Groups have limited space and early referral is suggested.

The ACAP Psychology Clinic is staffed by final year Psychology/Clinical Psychology, Counselling/Psychotherapy and Social Work students on placement and offers a wide range of **FREE individual and group therapy** options.

Students are closely monitored and supervised by experienced senior clinicians and academics. We value cultural responsiveness across many areas and offer bi-cultural counselling to many language groups as well as LGBTQA+ Communities.

Continued on page 10

FROM Tony Gahan, Stage 5 Deputy Principal

Group programs include:

- **Art for Happiness:** A Creative therapy-based workshop for children aged 4-8 and 9-12: delivered free at our Clinics in Sydney & Melbourne and using telehealth to kids nationwide. Also delivered onsite at several partner agencies.
- **Dance for Happiness:** A Movement therapy-based workshop for children aged 4-8 and 9-12: delivered free at our Clinics in Sydney & Melbourne and using telehealth to kids nationwide. Also delivered onsite at several partner agencies.
- **Emotion Regulation and Distress Skills Group (Young Adults aged 17-25):** An 8-week program to support and build skills in emotional regulation, distress tolerance, anxiety management and relationships. Will be held at our clinic in Sydney.
- **Emotion Regulation and Distress Skills Group (Adults):** An 8-week program to support and build skills in emotional regulation, distress tolerance, anxiety management and relationships. Will be held at our clinic in Sydney.
- **Cool Kids – Family Program for Children’s Anxiety:** A 9-week Family group therapy and skills development program for children aged 9–11, experiencing anxiety symptoms (purchase of manual is recommended). Will be held at our clinic in Sydney.
- **Mindfulness Group (Adults):** A 6-week program delivered free at our Clinics in Sydney & Melbourne and using telehealth to service users nationwide. This program is fantastic for people experiencing stress and low-level anxiety.
- **Mindfulness Group (LGBTQ+):** A 6-week program delivered free at our Clinics in Sydney & Melbourne and using telehealth to service users nationwide. This program is fantastic for members of LGBTQIA+ Communities who are experiencing stress and low-level anxiety.
- **Mindfulness Group (Young People aged 13-17):** A 6-week program delivered free at our Clinics in Sydney & Melbourne (and at some of our partner agencies) or using telehealth to service users nationwide. This program is fantastic for young people experiencing stress and low-level anxiety.
- **Compassion Based Therapy (Adults):** A 3-week program delivered free at our Clinics in Sydney & Melbourne and using telehealth to service users nationwide. The group targets service users experiencing self-criticism, self-worth or image issues and trauma responses.
- **Compassion Based Group for Carers:** An 8- week program that will support carers to build self-compassion strategies and support themselves and their role with others. The program will be delivered on zoom only – Wednesday evenings.
- **Compassion Based Therapy (Women):** A 3-week program delivered free at our Clinics in Sydney & Melbourne and using telehealth to service users nationwide. The group targets people who identify as women who are experiencing self-criticism, self-worth or image issues and trauma responses.
- **Compassion Based Therapy (LGBTQ+):** A 3-week program delivered free at our Clinics in Sydney & Melbourne and using telehealth to service users nationwide. The group targets service users experiencing self-criticism, self-worth or image issues and trauma responses.
- **Compassion Based Therapy (Young People aged 13-17) :** A 3-week program delivered free at our Clinics in Sydney & Melbourne and using telehealth to young people nationwide. The group targets service users experiencing self-criticism, self-worth or image issues and trauma responses.
- **Social Anxiety Group (Adults):** A 6-week program delivered free at our Clinics in Sydney & Melbourne (and at some of our partner agencies) or using telehealth to service users nationwide. This program is fantastic for service users experiencing significant social anxiety.
- **Social Anxiety for Young People :** A 6-week program delivered free at our Clinics in Sydney & Melbourne (and at some of our partner agencies) or using telehealth to service users nationwide. This program is fantastic for young people experiencing significant social anxiety.
- **International Students Wellbeing Group:** An ongoing, drop-in support and well-being group for International Students. There is a focus on general support, IELTS, work issues in Australia and connecting to others – managing isolation and forming relationships. Facilitated by International Student Counsellors and Social Workers. Held via zoom.
- **Strengthening Refugee Families Workshop (Women):** A one session workshop delivered to women from Refugee backgrounds. Delivered free at our Clinics in Sydney & Melbourne as well as partner agencies. Also provided using telehealth to service users nationwide.
- **Domestic and Family Violence Recovery Program (Women) :** A 6-week program for people who identify as women and who are no longer at acute risk or have survived domestic and family violence. Delivered using telehealth to women nationwide.

To book, refer, or for more information, visit The ACAP Psychology Clinic website: <https://www.acap.edu.au/applied-psychology/psychology/psychology-clinic/> send us an email or call (02) 8236 8070.

Please feel free to share this email to colleagues, networks, and families.

To make referrals to the ACAP Clinic: Phone: (02) 8236 8070

Email: clinic@acap.edu.au

<https://www.acap.edu.au/current-students/acap-psychology-clinic/contact-us/>

Continued on page 11

FROM John Feros, Stage 4 Deputy Principal

Welcome to Term 3 and welcome to our new school! It is just so good to have space and incredible facilities. Both Year 7 and 8 have claimed level 3 at recess and lunch to appreciate the most amazing views. You can see from the photo below that the whole school can now fit into the hall, and we look forward to upcoming concerts and events. The year seems to be flying and there have been so many fantastic things happening in the school. Year 7 have had their Gala Day, the Ensemble Concert, the Winter Concert and success in Debating. Keep an eye on the calendar for upcoming events.



At a recent assembly, Mrs. Wyatt was discussing learning goals. Students really responded to this reminder, so I thought I would mention Feedback, which is an important aspect to achieving student goals. Students should take advantage of submitting drafts or speaking to their teacher and acting on advice. We all need to hear from a critical friend, be it from a teacher, peer, or parent.

Feedback to support student learning

Providing students with advice about how they can improve their learning is a key element of effective feedback. Constructive feedback is an essential element in letting students know where they are and where to go next in terms of expectations and goals. Feedback is a useful tool for indicating when things are going in the right direction or when redirection is required. The objective in giving feedback is to provide guidance by supplying information in a useful manner, either to support, or to guide someone back on track.

Students benefit from opportunities to:

- rehearse and practise;
- consult a range of reference points, including teachers, peers, and resources, including digital resources; and
- reflect on their learning and plan how to improve their knowledge, understanding and skills.

Feedback supports student learning when it:

- recognises improvements made over time in comparison to prior work samples;
- offers alternatives or asks students to think of alternatives;
- models how to apply a particular skill;
- facilitates self-reflection; and
- is timely and provides opportunities for students to act upon advice.

Feedback can take many forms such as oral, written, informal, formal, descriptive, evaluative, peer and self-assessed feedback.

Students should reflect on feedback:

- Where am I going? (What are the goals?);
- How am I going? (What progress is being made toward the goal?); and
- Where to next? (What needs to be undertaken to make better progress?).

So ask your teachers, peers and parents for feedback. Then, ACT!!!



Leadership Council

The Leadership Council visiting the New Build before we moved in!



Student Enviro Group

FROM Mark Jones, Head Teacher TAS

We have an enthusiastic group of environmentally minded students who meet every Monday lunch in TW2 to discuss initiatives and activities of like minded schools.

Currently we have a successful single use coffee cup collection and recycling program that is an initiative of the 7/11 franchise. With the opening of G Block, we will introduce more collection points. The photo shows 5 weeks of collection through the current collection points, the English/ HSIE staffroom, the canteen and outside the Science staffroom. Thanks to Enviro group members such as Hannah Ishimura Wright and Lily Davies for their ongoing efforts. Covid had a very negative impact on the use of Keep Cups and it could be an aim of the Enviro Group to draw attention to this anomaly.

Students are still involved in the upkeep and maintenance of Memory Park, Cowles Rd and our thanks go to Kiah and Marina Ratcliffe, and Charich Honorio for their consistent efforts every Friday afternoon in keeping the garden, planted by the Enviro Group (before Covid), weed free & looking fantastic. A Council initiative supported by Mosman High School.

Our current recycling programs are very successful with all Photocopy and printer cartridges now being organised by staff & various members of the Enviro group and regularly collected by Xerox through their program. We also collect and recycle batteries of all sizes (no car batteries sorry), pens and plastic stationary equipment and E-waste. Most of this is delivered to office works for their programs. Recycling boxes are located outside the TAS staffroom.

With G Block operational and further landscaping happening with the demolition of C Block, there are many opportunities for the greening of our school. There are plans for vertical gardens, Ms McCarthy has plants growing in VA5 and the TAS Hydroponics system is operational outside the kitchens. Be involved & care for your environment.



If you want to be a part of any of these activities:

Our Google Classroom is [w6nlzo3](#)

Come along to TW2 for our Monday lunch meeting.

Performing Arts News

FROM John Feros, Head Teacher Performing Arts

Time to get ready for some great performances. Year 12 Drama and Music will be showcasing their HSC works in our new facilities; dates will be on the School calendar. Come along and see some quality performances. We will also be having a Music Ensemble evening in the School Hall before the end of term.

Year 12 Drama in action!



Last term we had our *Winter Concert* in Scot's Kirk Church. After hiring a stage and the Entertainment students setting up all the sound and lighting, the Church once again showed it's versatility; the acoustics the stained glass the seating all came together for a fantastic night. Once again what impresses with our shows is the variety of entertainment; Dance, Drama and Music. We had students performing from Year 7-12. It is great that we showcase each year group and there are some standout performers. What I really like is to watch over the years how students develop their performance skills starting in Year 7 and by the time they are in Year 12 they are seasoned performers. A lot of work goes on behind the scenes to get a show on stage. I would like to thank the Performing Arts Staff, Ms Smith, Mr White, Mr Williamson and Mr Maait. Thanks also to the Entertainment class under Ms Mulhall's guidance who get better with each show. Finally, a special thanks to Rev Brett Graham and The Scot's Kirk committee for allowing us to use the Church for our concert during our school renovation. Cue applause now!



FROM Belinda Smith, Teacher Performing Arts

On Wednesday 28th June, the Year 12 Music 2 class went on an excursion to see the Australian Chamber Orchestra (ACO) at the City Recital Hall, Angel Place. After a class dinner of ramen, the Year 12 students attended the pre-concert talk by harpist and broadcaster Genevieve Lang, who spoke about the pieces being performed. Following this, the students were treated to a beautiful performance of four Mozart Symphonies, performed on period instruments, with the string players playing on gut-strings.

The students were mesmerised by the amazing ensemble playing, contrast in dynamics and expressive playing.



MHS Sport

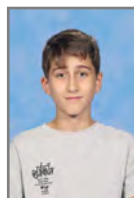
FROM Reece Watson, Teacher Visual Arts

Sydney North Athletics

A number of Mosman High students competed for the North Shore Zone at The Sydney North regional athletics carnival on the 24-25 July. Our students represented the Zone with distinction, with a number of our students progressing to the NSW CHS carnival. Notable results include:

- Max Nemeth: 3rd in 12 year High Jump
- Will Litchfield: 3rd in the 15 year 3000
- Fenella Burns: 1st in the 16 year Shot Put
- Lili MacPherson: 1st in the 17+ Javelin (New SN record)

Good luck to these students at the State carnival later on this term.



Max
Nemeth



Will
Litchfield



Fenella
Burns



Lili
MacPherson

NSW CHS Athletics

Congratulations to the following students who competed at NSW CHS Cross Country carnival at Eastern Creek. This is a significant achievement to progress to this level of competition, competing with the best athletes from across the state.

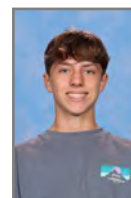
- Paul Everret: 51st in Boys 14s
- Will Litchfield: 30th in Boys 15s
- Angus Hammersley: 31st in Boys 16s



Paul Everret



Will
Litchfield



Angus
Hammersley

Knockout Sport

Congratulations to the Boys u15s Basketball team who have progressed to the 3rd round of Sydney North conference. After a dominant performance in their game against Davidson High, the boys progressed to play Cherrybrook Technology High on Thursday the 17th of August. The winner of this game progresses to the conference Quarter finals. Good luck Boys

GaT Futsal

Mosman High School competed at the regional Futsal conference in Menai on Monday the 7th and Wednesday the 9th of August. Mosman Entered 6 teams across the 2 days in both Girls and Boys divisions. These teams train on a weekly basis under the direction of coach Kyle Devine, demonstrating an impressive level of skill development.

Mosman was competitive in all divisions, with a number of teams progressing through to the finals.



Visual Arts

FROM Stephen Little, Teacher Visual Arts

The MHS Visual Arts faculty would like to thank internationally renowned, Abdul Abdullah for willingly sharing his process and years of experience with the Year 11 Visual Arts students. The multi-disciplinary artist flew in from Thailand to open his latest exhibition in Surry Hills and spent an engaging day with our students, working with them to develop their own drawing and painting practice and exploring Abdullah's body of work. We would also like to thank the Art Committee for making this opportunity possible.

The students' portraits will be shown at the upcoming annual Year 7- Year 12 Art Exhibition.



A collaborative artwork produced by Year 7 Special Art group exploring themes of the Guringai Festival and NAIDOC week.



Continued on page 16

Visual Arts

FROM Liz Peniazeva, Teacher Visual Arts

On Tuesday the 8th of August, Year 10 Visual Arts students enjoyed an absolutely delightful painting excursion. Enriching their Term 3 studies of the Landscape genre, students were guided by guest Artist Rowen Matthews in developing semi-abstract responses to Gunners Barracks in Mosman.

Rowen Matthews has been awarded the Calleen Art Prize, the Blackheath Art Prize and an Australian Postgraduate Award. He has been runner-up in the Countrysapes Prize, the Central West Regional Artists award and the NSW Parliament House Plein Air Painting Prize. Recently he has been a finalist in the Mosman Art Prize, the Rick Amor Art Prize, JADA and the John Leslie Art Prize.

Students were very fortunate to enjoy beautiful weather painting under the guidance of such an esteemed Artist.

Students responded to the stunning harbour views through direct observation 'en plein air', using acrylic paints and pallet knives in Rowen Matthew's distinctively painterly and gestural style.

Developing two paintings on canvas, students were successful in capturing the 'energy of the landscape'.

A big thank you to the Art Committee for making this experience possible for our students and also to Michelle Henry and Stephen Little who assisted with the organisation.

This was a truly a transformative experience for our Visual Arts students.



Continued on page 17

Visual Arts

FROM Stephen Little, Teacher Visual Arts



2023 MHS YEAR 12 EXHIBITION

With artwork by years 7 - 11


MOSMAN HIGH SCHOOL
HSC EXHIBITION

OPEN TO PUBLIC
19/8 Saturday, 11 - 3pm
20/8 Sunday, 11 - 3pm

OPENING NIGHT
18/8 Friday, 6 - 8pm

Exhibition opened by
Archibald Prize winner &
Indigenous advocate
BLAK DOUGLAS

RIGHT OWN

TAS Report

FROM Mark Jones, Head Teacher TAS

Welcome to Term 3, an exciting time when **HSC Major Projects** are due for the external markers to visit our school. Industrial Technology Timber & Multimedia are the first to be assessed, then Design & Technology with the Textiles & Design projects being sent off to the marking centre. We wish all our students good luck! I'm sure all their hard work since Term 4 last year will be rewarded. Projects from all years will be on display at our annual Design Expo which will happen in Term 4 (usually Week 3 but I'll keep you posted) when the Textiles projects are returned after marking.

Years 7 & 8 classes continue to study a different unit of work each term. As Technology Mandatory is a 2 year course, students will experience the range of different materials & specialist rooms. These areas of study include wood carving, turning and cabinetmaking, food technology, textiles, promotional graphics using the Adobe creative Suite, digital coding, stop motion short films making, metal fabrication and various projects using laser cutting technology and 3D printing. Hopefully these hands on learning experiences have helped to develop skills and have given the students a basis for sound choices for Year 9 Electives. If you have any questions regarding Year 9, 10 or 11 elective choices, don't hesitate to contact me or any of the TAS staff at school.

Some examples of the **Year 7 timber projects** - carving serving spoons & salad servers as well as timber bowls turned on the wood lathe.



Continued on page 19

TAS Report

FROM Mark Jones, Head Teacher TAS

Some Year 7 classes have also been creating innovative and tuneful wind chimes under the guidance of Mr. Little.



Continued on page 20

TAS Report

FROM Mark Jones, Head Teacher TAS

Some Year 8 classes have been constructing breakfast trays with our new Woodwork teacher, Mr Stanlen-Velt.



My **Year 9 Engineering** have just finished racing their CO2 racers with some spectacular results. Each student designed and shaped their personal design, testing theories of reducing drag & axle friction as well as power to weight ratios. The overall winner, beating all other cars in the class was christened the “Flying Duck” due to it’s distinctive paint & design. Well done Hayden Ng! His streamlined racer, utilising the power of a CO2 gas bulb usually used to whip cream, covered the 20 metre track in 1.4 seconds.



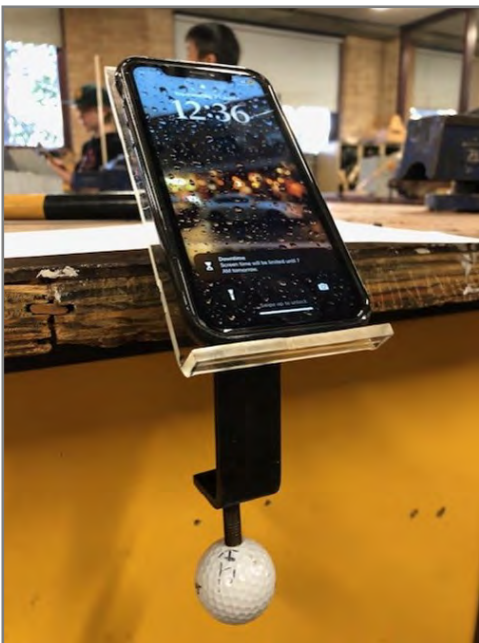
Continued on page 21

TAS Report

FROM Mark Jones, Head Teacher TAS



Year 10 Engineering have explored the concepts of mechanical advantage and velocity ratio through the design and making of a product utilising a screw thread.



These included adjustable stools, general g clamps and desk clamps to support phones, headphones, coffee cups and hats.



Continued on page 22

TAS Report

FROM Mark Jones, Head Teacher TAS

Year 10 Timber have been creating turned tripod tables.



We congratulate all the students involved in TAS subjects, both Mandatory in Stage 4 and our many electives in Stages 5 & 6.

The students treat our workshops, tools and teachers with respect and are generally keen to listen and learn new skills that will be useful for many years to come. As a faculty our mantra is “Learning by Doing” and we cater for the active learner where concrete, 3 dimensional results can be appreciated. The production of a useful product that had previously not existed, through skill & patience, is a rewarding experience which ultimately leads to a more mindful approach to the day and a development of planning skills, time management and the appreciation of good design and the properties of materials.

Much of the work produced has used recycled materials of a much higher quality than usually found in school workshops. The Year 7 bowls for example are made from American Walnut and White Oak kindly donated by “The Wood Room”, a company previously located in Brookvale.

Gain skills, design solutions and create your future.

MHS Stars

Harrison Brown, Jeremy Smith, Luca Eliot, Jai De Jager, Rory Edmondston, Year 12 aka Astrovan!

Two weeks ago Astrovan represented MHS at Youth Rock. The statewide competition has been running since 1988 and this year comprised over 30 schools. Astrovan was 1 of 8 bands to make the final. The song writing competition is run and judged by industry experts from all over Sydney.

The boys performed with great professionalism and walked away with a special prize of recording time at a music studio.

Well done boys!



5k Mini-Mos Winner

Angus Hammersley, Year 10 won the 2023 5k Mini-Mos run in the incredible time of 17:48 minutes.

What a fabulous run! Congratulations Angus!



Royal Ballet Summer School

Tallulah Calvert, Year 8 has been offered a place at The Royal Ballet School's Summer Intensive Course 2023.

Such an incredible opportunity, congratulations Tallulah!



Entertainment Placement

Huge shout out to Aaron Haston, Year 12. Aaron really impressed the manager of the Ice-Skating Rink where he worked for his Entertainment placement. The Manager stated that she would hire him for any event again. He was really dedicated and threw himself into the role.

Great Professionalism! Well done Aaron!



MHS Stars

Schools Spectacular 2023

3 talented individuals plus a whole choir in our community have been selected to take part in Schools Spectacular 2023! What fantastic news!

Featured Tap Ensemble

Eloise Wong, Year 10



Choir Conductor

Belinda Smith



Orchestra & Stage Band

Millie Ottaviano, Year 10



Combined Choir

Ellen Daniel, Year 7
Sophie Daniel, Year 7
Lucas Drane, Year 7
Katja Ferdinands, Year 7
Luc Hiley, Year 7
Derin Kahya, Year 7
Marlo Laigh, Year 7
Luca Raymond, Year 7
Christopher Shelswell, Year 7
Reyhan Suucak, Year 7
Keisha Cincent, Year 7
Benjamin Zeches, Year 7
Lauren Hulber, Year 8
Java Leddin, Year 8
Erin McClenahan, Year 8
Violet Ottaviano, Year 8
Moses Patterson, Year 8
Ariella Roncatto, Year 8
Ariel Spencer, Year 8
Siobhan Spillane, Year 8

SCHOOLS SPECTACULAR 2023

The Voice

Elsa McNamara, Year 12 reached the final 24 of The Voice. An amazing achievement from the initial 18,000 applicants!

Elsa said *"it was a very interesting experience and a great learning curve about what goes in to making these TV shows and what people will get up to when they get all competitive."*

Congratulations Elsa!

See Elsa on 20th August on The Voice!



Mosman Youth Awards in Literature 2023

Laura Williams, Year 12 and Katie McPherson, Year 10 have been shortlisted for the Mosman Youth Awards in Literature 2023. The final result of the competition will be published in the Mosman Daily.

Congratulations Laura and Katie!



Record Breaking!

Lili MacPherson, Year 12 has achieved a record breaking result from the Regional Athletics Competition held last week.

Lili came first in the 17-19 years Girls' Javelin and threw 43.3m to break the record.

Lili currently holds the Zone Athletics record after breaking the record last year. The previous record had been held for 46 years.

What an amazing result!



Continued on page 25

MHS Stars

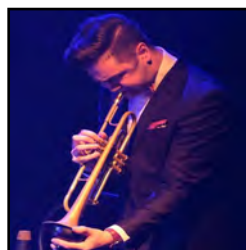
Up next, Molly Fazekas!

Year 10 student Molly Fazekas has represented Mosman High in the NSW combined high school sport association where the team came overall third, out of 10 teams from different parts of NSW. Molly has been practising gymnastics for 10 years. She was involved in the State Championships in 2017-18 and 2023. Starting at Level 1 just for fun, Molly has moved up to Level 6/7. She trains 12-16 hours per-week, with her favourite apparatus is the bars and least favourite beam.



Sarno Returns!

James Sarno is an up-and-coming Australian jazz trumpeter. He moved to New York in 2020 to study at the Juilliard School and has already performed with musicians such as Emmet Cohen, Joe Farnsworth, and Cyrille Aimee, in addition to performing with the Juilliard Jazz Orchestra. Sarno released his first album, "Reflections" in 2020.



James was awarded the Vice Chancellor's Global Mobility Scholarship by the University of Sydney in 2018. James was the only trumpet player accepted by Juilliard for the 2020 academic year.

James grew up in Australia. He finished Year 12 at Mosman High in 2014. He studied music at the Sydney Conservatorium of Music and while a student played with well-known Sydney based musicians and frequently performed at jazz festivals. In 2020 he moved to New York to pursue a master's degree in jazz studies at the Juilliard School.

James returned for a short visit and popped in to see the new school; he was really impressed. Mr. Williamson is a friend of James, so he took the opportunity to organise a workshop with our Jazz Band. James was an integral member of the band when he was school. Mr. Williamson said that James was impressed with standard of playing, commenting it was as good, if not better than when he was at school! Great job guys!

Rafferty Laight, Year 10 & Elsa McNamara Year 12

Congratulations Rafferty Laight from Year 10 and Elsa McNamara from Year 12. They have been offered the opportunity to join Phase One of the TDP. The Talented Development Program inspires, nurtures and expands the creative talent of selected young musicians, singers and songwriters and develops within them the artistry, optimism, and resilience required to pursue a professional career in the performing arts. Here is what they said about their performance:

"Your work at the audition workshop was wonderful and compelling and demonstrated a deep commitment to what you love to do. You did fantastically well within a large group of extremely talented young artists."

We wish them well in further rounds!



English Report - Semester 2

FROM Peter Papilos, Head Teacher English

Welcome back to Semester Two and to Term Three in particular – like Soccer, School is a game of two halves: your first half performance doesn't need to determine your second half.

For most students in Years 7-11, they are coming to the end of their Module b study which across the English program is characterised by a close or critical study of literature and this text tends to be a fictional novel, as it is in the HSC course at Mosman High.

As students move through this study, over the years, they should be building on their prior learning of distinctive qualities of form, structure and language as well as considering the author's purpose, audience and context in responding to changing values, attitudes or beliefs.

The depth of understanding over time from stage four to five and then preliminary HSC to HSC is programmed into the curriculum so that students can demonstrate increasingly complex knowledge and writing skills as they prepare for their final assessment.

If your student is struggling with some of the complexities of this module, a good rule of thumb is to ask the following questions:

- How are the opening and closing passages of the novel similar or different?
 - * Don't worry if you haven't read the in-between parts of the novel at this point – the exercise is designed to focus on contrast and shifts in tone and language and what this might say about the author's purpose, audience and context
- Have you read the introductory passage – usually a foreword by the author or another author who has a deep knowledge of the content and construction of that novel
 - * Oftentimes this foreword contains excellent examples of *how* to write about this novel, especially in terms of genre, style and characterisation.

From here, it should be very easy for students to make notes on different aspects of the text and come to a conclusion as to what they think about the text's message and how it's presented.

Congratulations to all of Year 12 for completing their final English assessment – they now have a few weeks to go before graduation and then a few weeks until HSC exams. In these final weeks, the goal will be to reflect on their trial examination results, and in particular how their writing can develop, and in this period, it is very common for students to have that “a-ha” moment, when they can step back and see the big picture. From here, it is very easy to add 1-2 marks per script and see a general elevation in their overall result heading into HSC exams.

Year 11: are nearing their yearlies and will begin their official HSC process in October ☺☺

Year 10: this time next year will be on the same pathway.

Year 9: now is the time to start thinking about your strategies and goals for semester two.

Year 8: consider joining debating, apply for writing competitions and make sure you draft early – it's good practice for middle school

Year 7: you've now had a fun-filled first semester, a chance to meet your teachers and to get a feel for high school – it is a great challenge and many great achievements have already been made: never give up!

Stage 5 Debating

A massive congratulations to the Stage 5 Debating team! Our team (Christian Laudicina, Jacob Henaghan, Jett Thompson, Matthew Ishchuk, Joshua Alexander and Lorenzo Fontana Piccio) was victorious in two of their three debates. Despite having never participated in friendly debates before, they were able to use their reasoning and communication skills to outperform some other teams in this very competitive zone.

They had to debate some challenging topics:

- People under the age of 18 should be allowed to vote but they must pass a test on politics
- That doctors should be able to overrule parents when it comes to giving medical advice
- We should hold social media companies legally responsible for content generated by their users

The feedback was that our students provided excellent arguments that, at times, could have been fleshed out. Also, they could continue to develop their debating structures (which will come with time and learning *how* to compete).

It seems that debating is really taking off in recent years and students are learning to appreciate the value of critical thinking and communication more and more!

Debating club continues to run on Wednesday afternoons from 3:30-4:30pm for any students interested in joining.

Higher Order Thinking

FROM Jess McCarthy, Head Teacher Teaching & Learning

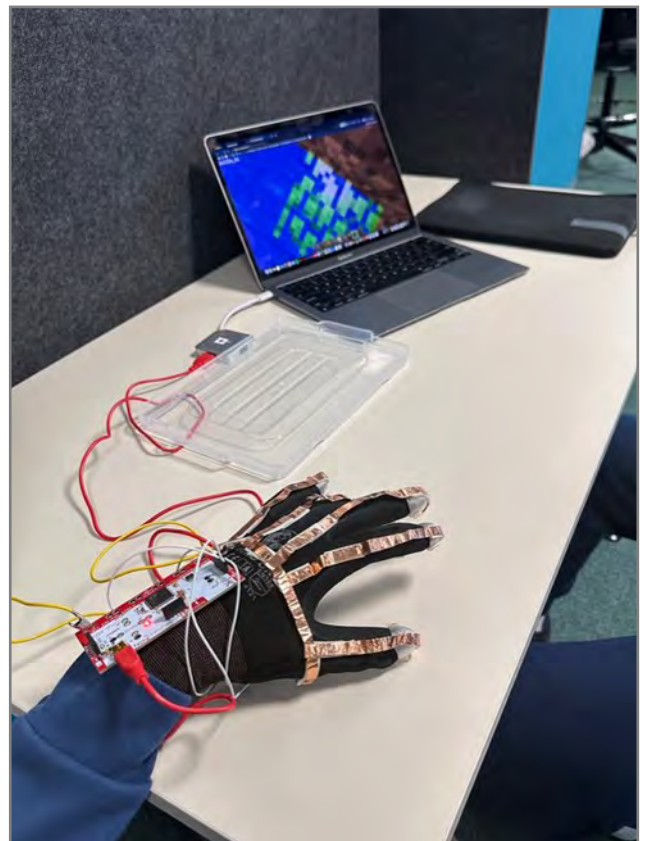
The start of Term 3 for the Higher Order Thinking courses meant the chance to conclude and present the Unit 2 projects.

The driving question for Unit 2 was **“Do actions speak louder than words?”** and students in Higher Order Thinking **STEM** explored the way we can create an interactive artefact using a Makey Makey for the audience to participate in. Students could drive the content based upon their personal interest. This meant they could either create a digital game using scratch that is then controlled using the Makey Makey, or they could make a poster that shared content via audio.

The Higher Order Thinking **humanities** students explored the same question, however their product outcome was a campaign that would persuade the audience to their cause. They had to develop websites, stickers, posters and tote bags to inform and educate the end user.

All classes are learning how to work in groups, how to research and evaluate their ideas and then how to present them in a cohesive manner.

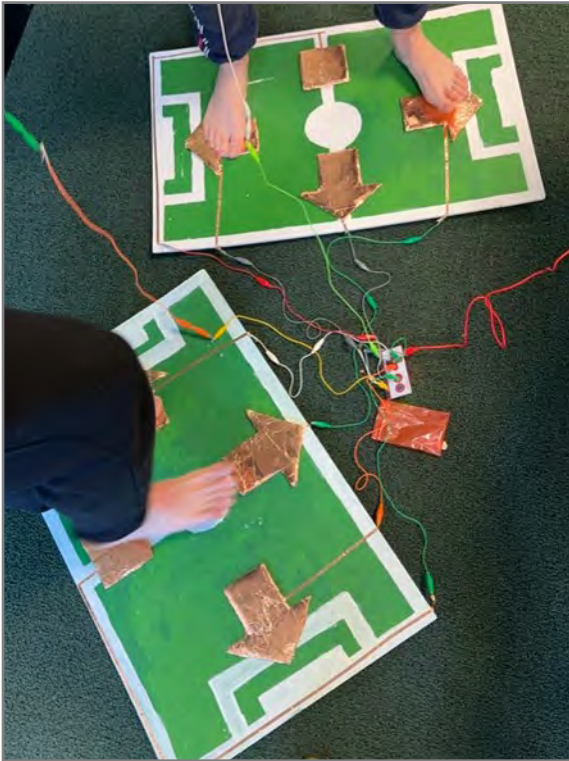
We were so lucky to be able to use the new future focused space for the presentation of projects. I think sharing project ideas is a new concept for many students and they are learning how to appreciate and value the work of their peers. The ability to be a critical friend and provide feedback as well as the ability to work with self-regulation is such an important career skill students need.



Continued on page 28

Higher Order Thinking

FROM Jess McCarthy, Head Teacher Teaching & Learning



Academic Extension

FROM Jess McCarthy, Head Teacher Teaching & Learning

The Year 7 Academic Extension students began Term 2 with a new project. To foster entrepreneurial skills and authentic learning in high-potential students, students explored the concept “the future is now” with the driving question “*How can we invest in solutions for our future?*”.

The teacher guided students through the iEntrepreneur mindsets including innovation, critical thinking and resilience, while also scaffolding the iEntrepreneur personal qualities of curiosity, communication and empathy.

Students worked in teams to be social entrepreneurs, developing a solution for the future. This didn’t have to be BIG and solve climate change, but rather, be a component of their community and their daily lives. Students were challenged by the idea of producing a real world product and how they could not only budget and market, but also persuade “investors”.

To conclude this topic, they presented their proposals in the future focused space. Other classes from the school were invited in and they were given “money to invest” in their start up capital. Some groups were more convincing than others and were able to build a nice little kitty of “money”.

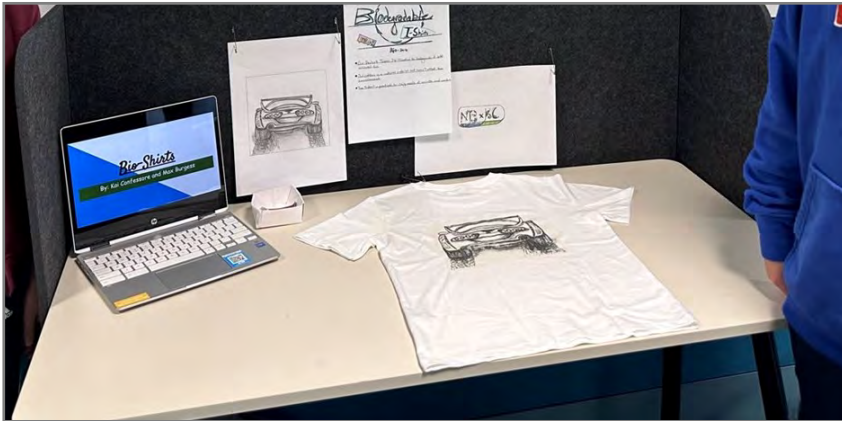
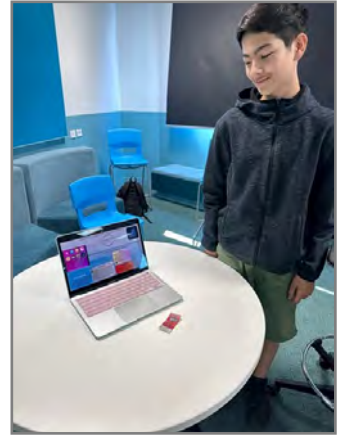
Ideas for their projects included a sleep app, poetry cards, clothes that expand using a button system and some cloud slime.

It was a really impressive array of project and the students should be really proud of their work ethic and ability to think big, creatively, and ambitiously, get support, and grow without constraint.

Continued on page 29

Academic Extension

FROM Jess McCarthy, Head Teacher Teaching & Learning



Languages

FROM Jane Jackson, Teacher Languages

HSC Languages Oral exams have started! Last Saturday 5 August many of our students e.g. Spanish Continuers and Chinese Continuers completed their Speaking exam. All our students will have completed 20% of their HSC Languages exam by Saturday 9 September! They have worked effectively with their peers, teachers, parents and friends to be thoroughly prepared and to alleviate any, perfectly natural, last minute nerves. Good luck! Although the adage 'the harder I work, the luckier I get' seems apt here.

These days you will often find many of the Languages faculty in the wonderful new Languages Hub, Level 2 G Block. For example, on our return to school for Term 3, all five of the Year 8 languages classes were able to meet in this space to discuss *Linguafest*, the Modern Languages Teachers' Association (MLTA) short film competition. It seems that we have many budding script writers and actors etc. who are super keen to take on this challenge.

For more information please access the following link:

<https://www.youtube.com/watch?v=uwBleTqj4ZQ>



During Term 3, elective choices are made by Year 9 2023 for Year 10 2024 and, of course, Wednesday 9 August will be an information night for Year 8 2023 into Year 9 2024 subject selection. So remember ...

Studying a foreign language in high school opens up exciting horizons and provides a wealth of benefits. Beyond the thrill of communicating with people from different cultures, learning a new language enhances cognitive skills, like problem-solving and memory retention. It also sharpens your understanding of your own language's structure and grammar. Plus, it increases your global awareness, preparing you for an interconnected world where cross-cultural communication is a valuable asset. So, dive into the world of foreign languages – it's not just about words; it's about expanding your mind and perspective!

Lastly, if like me, you are living vicariously through friends or family who may be fortunate enough to be travelling during the European summer ... why not catch a film at the Italian film festival here in Sydney and immerse yourself for even just a little while. For more information please access the following link:

<https://www.italianfilmfestival.com.au/>

Amusez-vous bien! (Have fun !)



Transport for NSW

Teaching a learner driver?

The session will offer practical advice about:

- current driving rules and requirements for L and P platers
- how learners benefit from supervised on-road driving
- how you can help make learning to drive a safe and positive experience

6:00pm – 7:30pm
Wednesday 23 August 2023
Online via Teams

Book now: www.saferdrivers.eventbrite.com.au

NSW TOWARDS ZERO Lane Cove Council

Presented in partnership with the NSW Government

Library Matters

FROM Deborah Mulhall, Librarian

We are in to the Library and students are loving it. Library staff have been extremely busy getting it into shape and then dealing with the unprecedented use.

Some photos to give you a sense of the new space:



Not only do we have new furniture, but we have designed new signage and display and we are in the process of ordering a lot of new, contemporary and authoritative resources. Busy days ahead for all!

CALENDAR OF EVENTS

TERM 3 2023

Monday 14 August

Yr 12 Geography Urban Places
Excursion
Yr 9 into Yr 10 Subject Selection Printed
Form Due
Yr 8/9 Top Blokes Mentoring Program 9-
10am
P&C Art Committee Meeting 6-7pm

Tuesday 15 August

Yr 9/10 RAISE Mentoring Program 10-
11am
P&C Music Committee Meeting 7-8pm

Wednesday 16 August

Yr 8 into Yr 9 Subject Selection Online
Form Due
Yr 12 Drama Showcase

Thursday 17 August

P&C Meeting 7-9pm

Friday 18 August

Yrs 7-12 Visual Arts Exhibition

Monday 21 August

Yr 9 Ski Camp
Yr 10 Vaccination Day
Yr 8/9 Top Blokes Mentoring Program 9-
10am

Tuesday 22 August

Yr 9 Ski Camp
Yr 9/10 RAISE Mentoring Program 10-
11am

Wednesday 23 August

Yr 9 Ski Camp

Thursday 24 August

Yr 9 Ski Camp
Yr 11 BStreet Smart Excursion

Friday 25 August

Yr 9 Ski Camp

Monday 28 August

Yr 10 VALID 2023 Wk 1
Yr 8/9 Top Blokes Mentoring Program
9-10am

Tuesday 29 August

Yr 10 VALID 2023 Wk 1
Yr 9/10 Raise Mentoring Program 10-
11am

Wednesday 30 August

Yr 10 VALID 2023 Wk 1
Jazz Ensembles at Lincoln Center
Orchestra - Sydney Opera House

Thursday 31 August

Yr 10 VALID 2023 Wk 1

Friday 1 September

Yr 10 VALID 2023 Wk 1

Monday 4 September

Yr 10 VALID 2023 Wk 2
Yr 8/9 Top Blokes Mentoring Program
9-10am

Tuesday 5 September

Yr 10 VALID 2023 Wk 2
Yr 9/10 RAISE Mentoring Program 10-
11am
P&C Sports Committee Meeting 6-8pm

Wednesday 6 September

Yr 10 VALID 2023 Wk 2
Yr 9 Mid-Autumn Festival Excursion

Thursday 7 September

Yr 10 VALID 2023 Wk 2
Yr 7 Vaccination Day
P&C Wellbeing Committee Meeting 7-
8.30pm

Friday 8 September

Yr 10 VALID 2023 Wk 2

Monday 11 September

Yr 11 Exams 2023
Yr 8/9 Top Blokes Mentoring Program
9-10am
P&C Art Committee Meeting 6-7pm
Yrs 7-12 Paul Dillon - Teenagers,
Alcohol & Other Drugs

Tuesday 12 September

Yr 11 Exams 2023
Yr 9/10 Raise Mentoring Program 10-
11am
P&C Music Committee Meeting 7-8pm

Wednesday 13 September

Yr 11 Exams 2023
Yr 12 Graduation Assembly 2023

Thursday 14 September

Yr 11 Exams 2023
P&C Meeting 7-9pm

Friday 15 September

Yr 11 Exams

*Dates are correct at time of
printing and may be subject to
change.*

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**MOSMAN
HIGH SCHOOL**

**ATTENDANCE
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