

# Melville Matters



Principal: Mr J Hollingsworth B.Ed, Dip. Teach (P.E.)  
Deputy Principal: Mr T Stewart B.A. (Hons), Dip. Ed. M.Ed.  
Deputy Principal: Mrs V Staunton B.Sc, Dip. Ed.  
T 6562 7511 F 6562 7405 E melville-h.School@det.nsw.edu.au

Term 3 – Issue 2

Monday, 15 August 2016

## Term 3

### Week 5

Wed 17 Aug	Parent/Teacher Evening
	SWR Surf Club 4.30-6.30pm

### Science Faculty

The Science Faculty welcomes Mr Russell Gill to Melville High. Mr Gill is filling the vacancy created when Mr Eichler left our school. Mr Gill is a highly experienced teacher. The senior Physics students are very grateful for his expertise and guidance.

HSC Trials have begun. The trials are a major part of the school assessment mark. Strong results are a reflection of the amount of preparation done by students throughout the year and in the lead up to these exams. One of the most valuable ways to prepare for the Trials is by students completing past HSC papers and checking their responses on the BOSTES website.

Parents and students are reminded that there are several more weeks of school remaining for Year 12 students after the trials. Most subjects are yet to fully complete the course and student attendance is of great importance for maximising their outcomes in the HSC.

**Science Week:** The future has arrived!



### Drones, Droids and Robots is the school theme for National Science Week 2016.

This theme was chosen specifically to highlight STEM - Science, Technology, Engineering and Math.

Technology and innovation are transforming the world's economy and many reports predict that around 75% of future occupations will require STEM skills. STEM jobs include professional and technical support occupations in the fields of computer science and mathematics, engineering, and life and physical sciences. In Australia not enough students are studying STEM subjects to meet the needs of employers in the next 20 years.

#### What's the difference?

**Drone:** A drone is simply an unmanned aerial vehicle (UAV) that is operated autonomously or remotely. Drones can vary in size from being as large as a full-sized aircraft or small enough to fit in the palm of your hand.

There are currently more than 1,500 different types of drones being manufactured today for a range of purposes including uses in agriculture, mining, conservation as well as military uses.

**Robot:** Any device capable of carrying out tasks independent of people can be called a robot. Robots are distinct from normal computers which don't have a physical body attached to them. Most of the robots we know today are quite unglamorous devices, like robotic welders. So while all robots are machines not all machines are robots. Robots collect sensor data, try to make sense of it using what they know, and then make a decision about what to do next.

#### What can robots do?

Robots can do just about anything and in the future there really won't be anything that a human can do that a robot can't. Even today, robots have sensory powers beyond humans; they are

stronger, more dexterous and more powerful than people.

Who saved the Earth when massive amounts of oil were pouring into the Mexican Gulf after a deep undersea accident? A robot!

Who is exploring the furthest reaches of Solar System and beyond? A robot!

Who is helping surgeons around the world perform delicate operations that require high-precision sensing and high-precision motion? A robot!

### **Why will robots totally change society?**

Robots are having, and will continue to have, a profound impact on all aspects of society. As a disruptive technology robots will transform life, business, and the global economy.

**Droids:** The word droid is a derivative of android. Androids are robots but not all robots are androids. While a robot can, but does not necessarily have human form, an android is always in the form of a human.

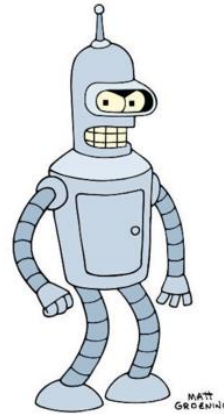


Ideas and expectations for ways we can use technology often come from the imagination of science fiction writers. Such things as lasers, robots, rocket ships, self-driving cars and atomic power were all described in science fiction long before they became science fact.

Can you name these robots from popular movies and TV shows?

**(Answers can be found elsewhere in this Newsletter. Have you got the "SKILL" to find them?)**

1.



2.



3.



4.



5.



6.

**VALID**

VALID is a state-wide testing of Science in Years 8 and 10. VALID is conducted online.

**Dates for VALID are:**

Year 10: 5<sup>th</sup> September –9<sup>th</sup> September (Week 8. Term 3)

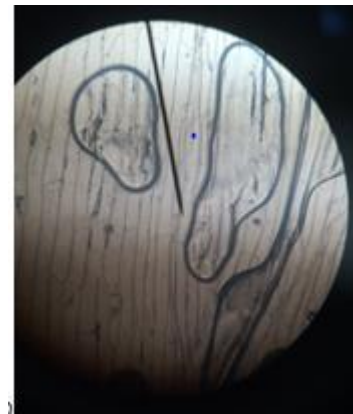
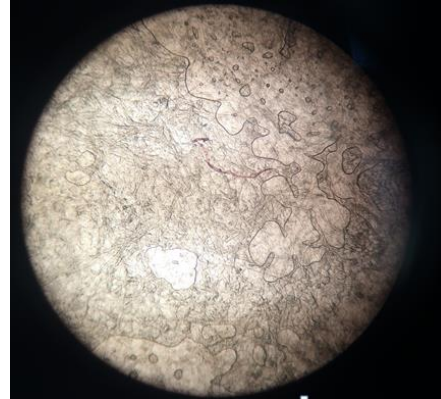
Year 8: 2<sup>nd</sup> November- 11<sup>th</sup> November (Weeks 4 - 5. Term 4)

All students will be registered for the exam and have a trial practice to familiarise themselves with the process prior to the online exam.

***Science in the classroom***

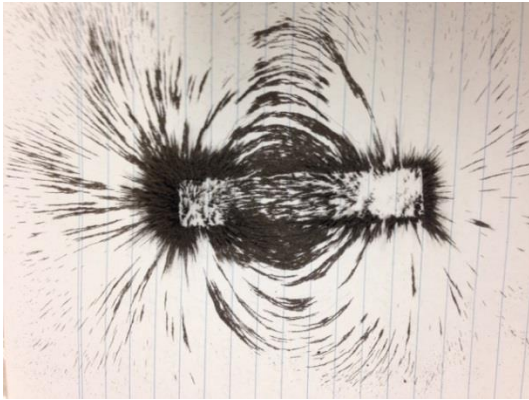
7J Science have been learning about cells in the topic "Living World".

The class has been working with microscopes, learning how to prepare specimens to view under the microscope and have used their phones to photograph what they see through the lens of the microscope.



They first studied a piece of tissue paper and then went on to looking at a membrane from inside an onion where they could see the individual cells. The cells are the long small rectangles. The big circles are air bubbles which they will be able to exclude with more practice. This is their first attempt at preparing a wet mount slide and will now go on to looking at the miniature cell world.

In an earlier topic : "Forces", the class investigated a magnet force field using iron filings and static electricity using a Van der Graf generator to charge Katherine's hair! You could say it was pretty hair raising!



***Katherine Haigh having her hair raising experience!***

### ***Melville Matters- PDHPE***

#### **What's happening in PDHPE at Melville?**

**Year 10 PDHPE-** The Year 10 PDHPE course requires students to learn about developing equal and respectful relationships and recognising and responding to abusive situations. In order to address this area of the syllabus our students participated in the "Lovebites" program at the Kempsey PCYC. This was a whole day workshop presented with a number of Mid North Coast Health Services. The students got a lot out of the day and designed some amazing art works highlighting respectful relationships and how to recognise abusive relationship warning signs and where to seek help and support in our community.

#### ***Below pictures of students attending the Love bites Program at Kempsey PCYC***





**Year 11 SLR- ARCHERY** has kicked off at Melville this week! The Year 11 SLR students have started the target games unit. Students have been working on Archery skills and golf and will finish with

an assessment task on skills at Collombatti Archery range and Kempsey Golf Course. In theory lessons students are completing their First Aid Certificates and will gain first aid qualification at the end of the term.

**Year 10 SPORTS SCIENCE.** The Year 10 sports science students have been coaching our Year 7 students during Year 7 sport with great success! Our Year 10 students are working with the Year 7 sports group to train and prepare for the Year 7 combined high schools sports gala day held on the 15<sup>th</sup> September. Students have received excellent feedback on their coaching skills and emphasis on FUN!





**Year 12 SLR.** finished the term off with an excursion to "Flip Out"! Students had been working on a gymnastics unit and demonstrated polished skills at Flip Out, Coffs Harbour. You may have seen the class video on the Melville Facebook page.

### **Melville High School Athletics Champions**

The Melville High School Athletics Champions received their Medals on Assembly last week. Congratulations to the following age Champions:

#### **Boys**

Jason Saul  
Bradley Hollis  
Isiah Tuiaki  
Michael Pascoe  
Malachi Roberts  
Kevin Kennedy  
Nathan Pepperell

#### **Girls**

Montana Hancock  
Sarah Buls  
Ashley Allman  
Georgia Hollis  
Caitlin Munday  
Annalise Worthing



**Melville Age Champions proudly displaying their Medals**

### **Skills for Work Assignments**



Ashley Allman *By Gabrielle Sheppard*

Ashley Allman is a successful state tennis champion and is in year 9 at Melville High School. At the age of 10 Ashley's mother would coach her three days a week after school.

Ashley currently gets lessons once a fortnight from a professional tennis trainer, located in Coffs Harbour. A few months ago Ashley received an invitation to the National Tournament for 12 – 14 year olds. She stated that you had to be in the top 15 of your state to get an invitation. There were also sixty four overseas competitors involved. There was a week involving approximately 6 games of singles and the doubles varied. You gain points from participation in each tournament. You receive/get more points if you make the semis or finials. The point system determines the ranking you come.

Ashley mentioned that she is looking for sponsorship as it is expensive. She is currently ranked third in New South Wales. Her training is going to increase over the next few weeks.

#### **Answers to Robot Names:**

**1. Bender – Futurama; 2. R2D2 - Star Wars;  
3. Sonny - I, Robot; 4 Optimus Prime – Transformers; 5. Class M-3 Model B9 N̄ - Lost in Space; 6 Wall-E - Wall-E**



### Isaiah Natty Profile

Q1. What club do you play?

I play for the Macleay Valley which is a combination of the Smithtown Tigers and Kempsey Dragons

Q2. How long have you been

playing for?

I have been playing football since the under 12s so for 4 years in total.

Q3. Have you ever won a grand final?

I won my first grand finale against Sawtell, the scores were 46-16 Kempsey's way.

Q4. How long have you been playing rep footy?

I have been playing rep footy since under 12s

Q5. What does playing rep footy involve?

It involves travelling to different parts of NSW to represent your hometown and your football club

Q6. How often do you train?

I train twice a week, my training days are Tuesdays and Thursdays.

Q7. What do you have to do to qualify for rep?

You have to play at the top of your ability every weekend to show them your skills and that you're good enough to play at the next level of footy.

Q8. How successful has your team been this season.

The Macleay Valley has been very successful this season and hasn't acquired a loss so far.

### *From the Deputy Principal*

It is that important time of the year again when Year 12 are faced with their second last hurdle for the year – their Trial HSC Examinations. These examinations are one of the final stepping stones towards their completion of the HSC and will be crucial for their final HSC results. Not only do they account for a significant part of their final assessment mark, but the feedback gained from teachers once their examinations are returned will prove vital in ensuring they maximize their remaining class and study time. Please ensure that you take advantage of your teachers and their expertise in the lead up to, during, and post these exams. Do not be afraid to ask questions.

In addition, the LOVE BITES program for Year 10 was presented this week. This is a series of

educational workshops on domestic and family violence and sexual assault prevention. The LOVE BITES training has been developed to focus on building skills, as well as managing challenges with young people and adults. LOVE BITES promotes an integrated partnership approach to prevention and generates local ownership of the program. Local service providers such as sexual assault workers, domestic violence workers, youth workers and police facilitate the LOVE BITES program. They work as a team to deliver the program and LOVE BITES aims to model respectful relationships between male and female students, teachers and workers. It is a highly valued program of enormous benefit to all concerned and parents/carers would benefit from ongoing conversations with their children regarding the program.

Finally, as communication between the school and parents/carers is so vital, a new concept is being introduced to facilitate this communication. We are holding a Years 7 to 11 Parent/Teacher evening at South West Rocks Surf Club on Wednesday 17 August. We would be honoured to have all parents/carers take advantage of this opportunity. This is an important tool to establish strong, productive relationships between parents/carers and the school community to ensure the best possible learning outcomes for your children. It is an opportunity for parents/carers not only to meet their child's teachers, but to meet other important staff such as Year Advisers, the Careers Adviser and counsellor to name a few.

To finish, in the spirit of **INDUSTRIOUSNESS**, some words of wisdom.

"Don't ever, ever, believe anyone who tells you that you can just get by, by doing the easiest thing possible. Because there's always somebody behind you who really wants to do what you're doing. And they're going to work harder than you if you're not working hard."

*Maria Bartiromo*

Troy Stewart  
Deputy Principal

## Melville Education Head Quarters

### Assessment - Curriculum - Welfare

#### The Importance of Parental Engagement in Student Assessment

Welcome to the second article in Melville Education HQ which will focus on the importance of parental involvement in your child's education, in particular in the area of assessment.

It is vital that parents encourage regular, structured and effective study and homework habits as early as possible to ensure their child is able to cope with the demands of senior assessment tasks as well as the rigours of university education. It is these **INDUSTRIOUS** habits that will have a very positive impact on your child's educational outcomes.

As students move into the senior high school environment, they will be faced with many assessment tasks, some of them due at the same time, so commencing effective habits early, ie in Year 7, is essential.

It is a known fact, supported by many research projects that parental involvement will, as part of your child's **TEAM**:

- Increase student outcomes;
- Promote student engagement;
- Encourage regular attendance and
- Enhance social skills.

As parents you are encouraged to:

- Ensure your child attends school on a regular basis;
- Have high, but achievable expectations of your child; and
- Talk regularly to your child about their schooling.

Much of your child's success at school will be determined by assessment tasks such as formal examinations, practical assessments and assignments. To improve their educational outcomes in regards to their assessments, in particular for senior students, the following suggestions will ensure your child has the best opportunity to succeed:

- Encourage your child to use a diary and a term and/or yearly planner for assessment tasks where due dates are clearly visible and displayed in areas which are frequently

used such as your child's bedroom and kitchen. Students are given assessment notices (both yearly and a minimum two weeks prior to each assessment) so that the year's assessments are clearly outlined and visible. Ensure that the planner also includes other activities such as work, sporting commitments, birthdays etc so that it is seen as a positive as well.

- Talk to your child regularly to ensure they are on track. Ask questions such as: How are your tasks going? I have noticed you have 3 due in a couple of weeks, are you managing?
- Encourage students to talk to their teachers if there are any problems to ensure they are solved early rather than the day prior to the task being due.
- Try to promote regular study habits, preferably on a daily basis and ensure your child has a quiet study area with an appropriately equipped desk.
- If your child seems over whelmed and/or stressed, be calm and assure them that they will be ok and that all students, even the most academically gifted, will at some stage feel this way.

You may find the following sites useful if you feel you require additional assistance:

<https://www.learningpotential.gov.au/high-school>  
<https://www.education.gov.au/parent-engagement-children-s-learning>.

Your first contact however, if there are any issues, is always the classroom teacher, head teacher, year adviser or counsellor. Please give them a call sooner rather than later. At Melville High School we recognise the importance of parental involvement in ensuring the best possible outcomes for your child and we value the important partnership between families, our school and the community. Remember two vital components of your child's education are the **INDUSTRIOUS** habits you help instil within them and being a supportive member of their Education **TEAM**.



The **Tell Them From Me** student feedback survey I am delighted that this term, our school, like many other public schools in the state, will participate in a Department of Education initiative: the *Tell Them From Me* student feedback survey. The survey aims to help improve student learning outcomes and measures factors that are known to affect academic achievement and other student outcomes. The focus of the NSW-wide survey is on student wellbeing, engagement and effective teaching practices. You may remember that our students also participated in a *Tell Them From Me* student survey in Term 1 this year. Asking students to complete the survey twice in one year allows us to identify trends in student responses as well as track engagement and motivation across the school year.

More information about the survey is available at: <http://surveys.cese.nsw.gov.au/information-for-parents>

The survey is a great opportunity for our students to provide us with valuable and quick feedback on what they think about school life, how engaged they are with school and the different ways that teachers interact with them. Schools in Australia and around the world have used the *Tell Them From Me* survey to help improve how they do things at school.

I want to assure you that the survey is confidential. The survey is conducted online and will typically take less than 30 minutes to complete. It will be administered during school hours between 22 August and 21 October. Participating in the survey is entirely voluntary.

A consent form and FAQs for parents/carers about the survey is being sent home with students. If you **do not** want your child or children to participate, please return the form to school by 19/8/2016. Copies of the form and FAQs are available from the website above.

The *Partners in Learning* parent feedback survey This Term, our school will be participating in the *Partners in Learning* parent survey, another part of the *Tell Them From Me* suite of surveys (student, teacher and parent surveys) on student engagement. The survey asks parents and carers questions about different factors that are known to impact on student wellbeing and engagement. Running this survey will help our school understand parents' and carers' perspectives on their child's experience at school. These include: communication between parents/carers and staff,

activities and practices at home and parent/carer views on the school's support of learning and behaviour. This valuable feedback will help our school make practical improvements.

The survey is conducted entirely online at home or on public computers. The survey will typically take 15 minutes or less to complete and is completely confidential. The parent survey will be conducted between 22 August and 21 October. Participating in the survey is entirely voluntary, however, your responses are very much appreciated.

More information about the survey is available at: <http://surveys.cese.nsw.gov.au/information-for-parents>

**Melville High School P&C** Meetings scheduled for 2016 are as followed:-

- Wednesday 14<sup>th</sup> September at 6.30pm
- Wednesday 9<sup>th</sup> November at 6.30pm
- Wednesday 14<sup>th</sup> December at 6.30pm

Participation in the P&C meeting enables parents and carers to make an active contribution to the school which ultimately has a positive impact on students learning.

Thanks to the support of Melville High School's Breakfast Club:-

**Hot 'n' Tasty Bakery**  
**Nestle**

**Woolworths**  
**Dairy Farmers**