

# The View

*"Delivering excellence, innovation and success"*

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**White  
Ribbon  
SCHOOL**

Issue 3

APRIL 2019

## 2019 CALENDAR

### TERM 1

Week 11	Event	Year Group
Wed 10 <sup>th</sup> Apr	P&C Meeting	All
Wed 10 <sup>th</sup> April	ANZAC Day Ceremony	All
Thur 11 <sup>th</sup> Apr	School Cross Country	All
Thur 11 <sup>th</sup> Apr	Youth Week - Big Breakfast 7.30am	All

### TERM 2

Week 1	Event	Year Group
Mon 29 <sup>th</sup> April	School Development Day	-
Tues 30 <sup>th</sup> April	Students return to school	All

Week 2	Event	Year Group
Mon 6 <sup>th</sup> May	Immunisations	10
Wed 8 <sup>th</sup> May	Elevate presentation	9 & 10
Fri 10 <sup>th</sup> May	Zone Cross Country	Selected Students
Fri 10 <sup>th</sup> May	Principal's Assembly & Midcourse Reports	12

### TERM 2

Week 3	Event	Year Group
Tues 14 <sup>th</sup> May	NAPLAN - Language & Writing	7 & 9
Wed 15 <sup>th</sup> May	NAPLAN - Reading	7 & 9
Thur 16 <sup>th</sup> May	NAPLAN - Numeracy	7 & 9

Week 4	Event	Year Group
Tues 21 <sup>st</sup> May	Midcourse Parent Teacher Interviews	12
Thur 23 <sup>rd</sup> May	Oz Tag Gala Day	Selected Students

Week 5	Event	Year Group
Mon 27 <sup>th</sup> May - Frid 31 <sup>st</sup> May	Reconciliation Week	All
Tues 28 <sup>th</sup> May	Reconciliation Assembly	All
Wed 29 <sup>th</sup> May - Fri 31 <sup>st</sup> May	Careers Excursion	10
Wed 29 <sup>th</sup> May	Zone Athletics	Selected Students

## P&C MEETING

Wednesday 10<sup>th</sup> April at 6:30pm

All Welcome

### FACULTY LEADERS

Admin  
CAPA  
English  
HSIE  
Mathematics  
PD/H/PE  
TAS  
Science  
Support  
Teaching/Learning  
Wellbeing

Craig Jarrett (Relieving)  
Liz Alder (Relieving)  
Rebecca Bartlett (Relieving)  
Rachael Collier (Relieving)  
Ben McCartney  
Sue Ford  
Brian Means  
Natalie Death  
Tania McLaren (Relieving)  
Liz Alder  
Julie Myers & Steve Quigley

### YEAR ADVISERS

Year 7  
Year 8  
Year 9  
Year 10  
Year 11  
Year 12

Sarah Bendall  
Lisa Hunt  
Ainslie Martin  
Melissa Parish  
Jodie Scheffler  
Rebecca Conn



## PRINCIPAL'S MESSAGE



**Ms Desley Pfeffer**

It is always wonderful to reflect on the past term and this term has been no exception.

Over the last week in particular there have been several visitors to the school and, without exception, our students and school have attracted positive compliments. Seeing the school through others' eyes is always valuable for me as Principal and whilst the compliments are wonderful and appreciated I know that there can be times that the experience is not quite so positive.

To support this I recently updated our Facebook page with the following comment:

*Welcome to the Mount View High School Facebook Page. The intent of this page is to provide a hub for responsible community engagement that celebrates the daily life of our school and especially of the many achievements of our wonderful students.*

*Mount View High School values the responsible use of social media. We welcome positive feedback and appreciate comments of this nature.*

*This page is not the appropriate forum to express negative comments or make defamatory, abusive or inappropriate comments. Any comments of this nature will be removed. A second inappropriate comment by the offender will result in their being blocked from the page. Our aim is to always communicate in line with the Department of Education's School Community Charter.*

*If you have a concern or complaint that you wish to bring to our attention, please phone the school on 4990 2566 and ask to speak to the Principal. Further information on making complaints and the School Community Charter can be found on our school website.*

*Please note also that the page is generally not monitored throughout the school day and should not be used to notify absences or to contact the school when an urgent response is required.*

My staff and I are always keen to have feedback and to address concerns where they arise. The School Community Charter supports all of us to do so in a mutually respectful manner. I encourage you to raise concerns or issues as they arise – unduly delaying raising a concern can often result in an issue escalating and making it more difficult to address successfully.

Finally, I do hope that you enjoy reading through this edition of The View – our students and staff are truly engaged in great learning both in and out of the classroom and much of this is highlighted in this edition.

I wish you all a restful and happy Easter holidays with family and friends. We will welcome students of all year groups back to school on Tuesday 30 April.



**Mrs Larayne Jeffery – Relieving Deputy Years 8/10/12**

**Tell Them From Me - Student Surveys**

The *Tell Them From Me* student surveys were recently completed by students to provide us with insight into student engagement, wellbeing and effective teaching practices at our school, from the perspective of students.

The survey is confidential and identifies trends within schools over time to better inform school priorities. The survey is offered to our students, staff and parents every second year.



The student survey was conducted entirely online and took most students 15 to 20 minutes on average to complete. The survey asked students a range of questions related to the following:

Participation in sports and extra-curricular activities	Homework behaviour	Expectations for success
Skills and learning challenge	Academic self-concept	Behaviour at school
Experience of being bullied	Truancy	Sense of belonging
Interest and motivation	Effective learning time	Aspirations: finishing Year 12, University, TAFE
Positive relationships	Effort	Teaching relevance and rigour
Wellness	Valuing school outcomes	Positive learning climate
Academic buoyancy	Advocacy at school	Advocacy outside school
Positive teacher-student relations	Use of ICT for learning	Perseverance

## DEPUTY REPORTS

The survey data can help schools:

- understand students' perspectives on critical aspects of their school experience, such as social and institutional engagement, wellbeing and exposure to quality teaching practices
- provide evidence of areas of strength to support self-assessment and reporting
- engage the school community in discussions to identify strategic directions for school improvement
- establish quantitative improvement measures and help schools track achievement against them.

### Wellbeing framework

Tell Them From Me supports the department's Wellbeing Framework for Schools. Schools can compare their results year-over-year as well as against state norms and replica-school reference lines.

Both staff and parents will have the opportunity to complete a survey in Term 3. More information will be provided closer to this date.

Wellbeing framework concept	Relevant Tell Them From Me measures
<b>Connect</b> Our students will be actively connected to their learning, have positive and respectful relationships and experience a sense of belonging to their school and community.	Sense of belonging Positive relationships Teacher-student relations
<b>Succeed</b> Our students will be respected, valued, encouraged, supported and empowered to succeed.	Homework Effort/Challenge Student aspirations Expectations of success
<b>Thrive</b> Our students will grow and flourish, do well and prosper.	Emotional health Extra-curricular activities Experiences of being bullied



**Mr Shane Hookway – Deputy Years 7/9/11**

**Assessment Schedules**

The images below are a summary of the Term 2 assessment tasks for each year group. Assessment schedule overviews are included in each of the individual Year group assessment schedule booklets. All booklets are available for download from the school website by accessing Curriculum and Activities > Assessment and Reporting, or by following the link:

<https://mountview-h.schools.nsw.gov.au/learning-at-our-school/assessment-and-reporting/assessment-schedule.html>

**ASSESSMENT OVERVIEW  
TERM 2, 2019**



Week	Year 7	Year 8	Year 9	Year 10
1	GEOGRAPHY – Geographical Skills Test 50%			
2	PDHPE – Practical Application 40% SCIENCE – Problem Solving Exam 60%	MUSIC – Listening 60%	SCIENCE - Problem Solving Exam 60%	X DANCE - Stimuli Response 10%
3	NAPLAN	HISTORY – Source Analysis 40% SCIENCE – Group Depth Study 40%	NAPLAN	SCIENCE - Portfolio 30%
4	MATHEMATICS – Class test 50% PDHPE – Semester Test 30%	AGRICULTURE – Poster Task 50% MATHEMATICS – Class Test 50%	HISTORY - Source Analysis 60% MATHEMATICS – Class Test 50%	GEOGRAPHY - Data & Mapping Skills 40% MATHEMATICS - Half Yearly Exam 25%
5	ENGLISH – Reading 50% ART – Artmaking 70%	ENGLISH – Viewing & Listening 50% DRAMA – Making & Performing 50%	ENGLISH - Speaking 50% PDHPE – Stimulus Response 40%	CAREERS EXCURSION
6			Y AGRICULTURE S1 SKILLS 50% X AGRICULTURE S2 -ICT PRESENTATION 50% X & Y CHILD STUDIES - Topic Test 50% X COMMERCE - Research Task 50% X & Y FOOD TECHNOLOGY - Practical Task 50% X STEM - Problem Solving Project 50% X & Y IT TIMBER - Practical Progress 70% Y MUSIC - Performance 40% Y PHOTOGRAPHY - Practical 60%	X & Y CHILD STUDIES - Practical Portfolio 25% X & Y FOOD TECH - Project & Practical Exam 25% X ISTEM - Practical Task 20% X & Y IT TIMBER - Practical Progress 35% X MUSIC - Listening 30% X STREET ART - Practical 30% Y COMMERCE - Presentation 25% Y AGRICULTURE - Practical Skills 25%
7				PDHPE - Resuscitation 20% Y VISUAL ART - Practical & VAD 30%
8				
9	ENGLISH – Writing 50%			ENGLISH - Creative Writing 20% X AGRICULTURE - Practical Task 25%
10	MATHEMATICS – Class test 20%		ENGLISH - Listening & Writing 50% Y HMC - Research Task 50%	
	MANDATORY TECHNOLOGY – Ongoing assessment all term PDHPE prac - ongoing assessment Basic Skills 30% JAPANESE – ongoing class tests 50%	MANDATORY TECHNOLOGY – Ongoing assessment all term PDHPE prac - ongoing assessment – Fitness Testing 30%	PDHPE and PASS Football have practical ongoing assessments	DANCE, PDHPE & PASS FOOTBALL HAVE PRACTICAL ONGOING ASSESSMENTS

Week	Term 2 - 2019						
1							
2	Mathematics Extension	Ancient History					
3	Engineering						
4	Investigating Science						
5	Biology	IT	Music	Textiles & Design			
6	French	PVDI					
7	CAFS	Legal Studies	Agriculture				
8	Business Studies	Mathematics Advanced	Mathematics Standard 1	Mathematics Standard 2			
9	English Studies	English Advanced	English Standard	Physics	Visual Arts	Mathematics Extension	
10	Ancient History	PDHPE	EEC	Drama	English Extension		
SLR - ongoing practical assessment all term							

Year 11 Term 2 Assessment Schedule summary

Week	Term 2 - 2019						
2	IT Multimedia Graphics	IT Timber					
3							
4	Geography						
5	Food Technology						
6	Sport Lifestyle Recreation						
7	Music	Ancient History	Community & Family Studies	Science Extension 1			
8	Modern History	Exploring Early Childhood	Chemistry	Mathematics Advanced	Mathematics Standard 1	Mathematics Standard 2	
	Investigating Science	Mathematics Extension 2					
9	Legal Studies	Biology	Textiles & Design	Engineering Studies	PDHPE	Visual Art	English Extension 2
10	English Standard	English Advanced	English Studies	Business Studies	Agriculture	Physics	Mathematics Extension 1

Year 12 Term 2 Assessment Schedule summaries

## DEPUTY REPORTS

### Report distribution and parent teacher bookings

Year 12 students will receive their Mid-Course HSC Reports on Friday May 10 during their Principal's Assembly. Parents and students may access the Sentral portal where digital copies are released to support the printed copies delivered to students. The weblink for that portal is: <http://web1.mountview-h.schools.nsw.edu.au/portal/login>. In addition, the portal account is also used for parent teacher bookings. Parent Teacher night for Year 12 students will be held on Tuesday May 21, from 3.00pm through to 6.00pm. Instructions on accessing student reports through the parent portal and for making parent teacher bookings are displayed on the following page.

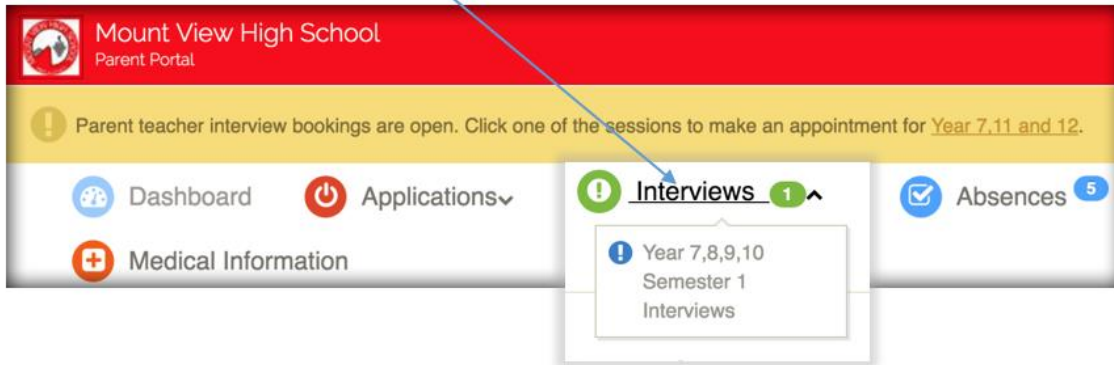
### Student study support - Elevate

Term 2 will see Elevate seminars & workshops continue with the aim to help students improve their study techniques, increase motivation, build confidence, and lift exam performance. During Term 2, Year 9 will be presented with Memory Mnemonics and Year 10 with Time Management. This is the third time that students from Year 9 and 10 will have had presentations from Elevate education. Year 7 will have the Study Skills Kick Start workshop presented whilst Year 8 will have the Junior Time Management workshop. Students will continue to be supported each year in this capacity building program.

The **Junior Time Management** seminar covers: Creating a study routine, Prioritising high value tasks, and Creating Assessment planner. The **Study Skills Kick Start** seminar covers: Transitioning to High School, Dynamic Reading skills, Effective note taking, Conceptual learning techniques and Independent Learning. The Time Management seminar covers: Developing routines to balance study and lifestyle, Working smart by completing high value work, Utilising study groups to leverage time and Techniques for overcoming procrastination. Students also get access to Elevate's online resources that continue to support the building of effective study and organisational skills. <https://au.elevateeducation.com/>

## Mount View High School - Accessing parent teacher bookings

1. Look out for the interview application that will be released in conjunction with the reports onto your portal.



2. From here you will be given step by step instructions.

### Parent Interview Bookings - Year 7,8,9,10 Semester 1 Interviews

Welcome to the Year 7,8,9,10 Semester 1 Interviews bookings screen.

From here, you can easily book a date and a time to see a specific teacher for each of your children. This process is quite straight forward. Simply follow the steps below to confirm your bookings.

1. Click on the **Select Timeslot** button that is placed next to the teacher you'd like to meet with.
2. Select a **timeslot** from the timeslots that are available for that teacher. The selected booking timeslot will now be **reserved** for you until you finalise this process.
3. Complete steps #1 and #2 until you have selected an appropriate interview time for all of the teachers you'd like to see.
4. If there are no suitable timeslots available, click on the Select Timeslots button and then click on the blue **"Request interview with teacher"** button.
5. Once you have made a selection for **all** of the classes shown below, you **MUST** click on the **Confirm Appointments** button.
6. The reserved bookings you selected will now be **confirmed**.

**Please note:** You have a 10 minute inactivity session timeout whilst selecting the bookings for your children. This means that if you leave your computer for more than 10 minutes, any reserved bookings will be released and other parents can choose them. It is important that you complete this process in one go. If you do run into any issues, please contact the school directly.

3. Some teachers will have requested you to make an interview.

Subject	Class	Teacher	Appointment Time
TAFE Yr11	11TAFE1		No appointments available
Agriculture Yr11	11AGR1	Mrs Samantha JARRETT <b>This teacher has requested an interview with you</b>	Select Timeslot
Exploring Early Childhood Yr11	11EEC1	Ms Bethany FISHER	Select Timeslot
English Yr11	11ENS1		
General Maths Yr11	11MMG22		
VET Primary Industries Yr11	11VPI1		

Teacher	Timeslots	Appointment Time
Mrs Samantha JARRETT	03/05/2016 Tue 3:00pm 3:10pm 3:20pm 3:30pm 3:40pm 3:50pm 4:00pm 4:10pm 4:20pm 4:30pm 4:40pm 4:50pm 5:00pm 5:10pm 5:20pm 5:30pm 5:40pm 5:50pm	No appointments available Select Timeslot
Ms Bethany FISHER		Select Timeslot
Ms Chanice DEVINE		Select Timeslot
Ms Linsey SPRINGBETT		Select Timeslot
Mrs Samantha JARRETT		Select Timeslot

4. Select a timeslot

5. Confirm booking/s at the bottom.







**Nicole Haley - School Administration Manager**

### **ATTENDANCE OFFICE**

The attendance office at Mount View High School is managed by Head Teacher Administration, Craig Jarrett. Admin staff Tracey Bullen, Linda Verlin and Melanie Clark process the daily attendance and enrolment status of students.

Regular attendance at school is essential for students to achieve quality life outcomes. Schools, in partnership with parents, are responsible for promoting the regular attendance of students. Parents/carers of children of compulsory school age are responsible for ensuring their child attends school every day. Children must commence school by age 6 and then complete Year 10. After Year 10 and until they turn 17, students must be:

- in school or registered for home schooling; or
- in approved education or training (e.g. TAFE, traineeship, apprenticeship); or
- in full-time, paid employment (average 25 hours/week); or
- in a combination of work, education and/or training.

Enrolled students 17 years and over are required to attend school regularly to meet Higher School Certificate course requirements.

Parents must provide an explanation for absences to the school within 7 days from the first day of any period of absence. Where an explanation has not been received within the 7-day timeframe, the school will record the absence as unjustified on the student's record. You can let the school know about your child's absence by either calling the attendance office on (02) 4990 2566 or emailing the school at [mountview-h.school@det.nsw.edu.au](mailto:mountview-h.school@det.nsw.edu.au). Justified reasons for student absences may include:

- being sick or having an infectious disease
- having an unavoidable medical appointment
- being required to attend a recognised religious holiday
- exceptional or urgent family circumstances e.g. attending a funeral

Families are encouraged to travel during school holidays. If travel during school term is necessary, parents/carers should discuss this with the Principal. An Application for Extended Leave may need to be completed. Students travelling during school terms are not exempt, consistent with the implementation of National Standards for Student Attendance Data and Attendance Register. Absences relating to travel will be marked as leave on the roll and therefore contribute to your child's total absences for the year.

Principals may only grant attendance exemptions due to:

- exceptional circumstances (including the health of the student, where sick leave or alternative enrolment is not appropriate)
- a child being prevented from attending school because of a direction under the Public Health Act 2010
- employment in the entertainment industry
- participation in elite arts or elite sporting events

If your child won't go to school you should contact the Principal as soon as possible to discuss the issue and ask for help. Strategies to help improve attendance may include a referral to the school's learning and support team or linking your child with appropriate support networks. The Principal may seek further support from the Home School Liaison Program to develop an Attendance Improvement Plan.

**ATTENDANCE**  
 **MATTERS**  
**every school day counts.**

## YEAR ADVISER REPORTS



### Year 7 – Sarah Bendall

Year 7 students are continuing to settle into their classrooms. Year 7 SPAR reports are available for you to access via the Parent Portal. You can access the Parent Portal via the Mount View High School website. Alternatively, each student has been provided with a paper copy to bring home. The Year 7 SPAR reports are designed to give you an overview of each student's work ethic, preparedness for each lesson and how they are progressing at school. This provides each parent an opportunity to identify strengths and possible weaknesses for each student. As this is an overview report, the full midyear reports will be available later in Term 2.

Keep being kind to each other Year 7. Just a friendly reminder that social media can sometimes be tricky to navigate in a safe capacity. If you find your child is being contacted by someone they are unfamiliar with or they are receiving negative messages, the rule is 'BLOCK and DELETE'. This rule promotes self-regulation of social media use to make good decisions that promote self-awareness of online safety. As the saying goes, 'if you don't have anything nice to say, don't say it at all'. Remember, everyone is accountable for their actions, regardless of the fact that you are behind a screen. Take care and keep supporting one another.

Have a safe and happy Easter. I will see you all next term.



### Year 10 – Melissa Parish

Year 10 have had a busy term completing assessments. In the remaining weeks, Year 10 have an English and Geography assessment.

The Year 10 Careers Excursion is being held in early Term 2 from 29th to 31st May. Payment for this excursion is due by the end of this term.

In early Term 2, 6th May will be the Year 10 immunisations. Please return forms to the box at the Front Office.

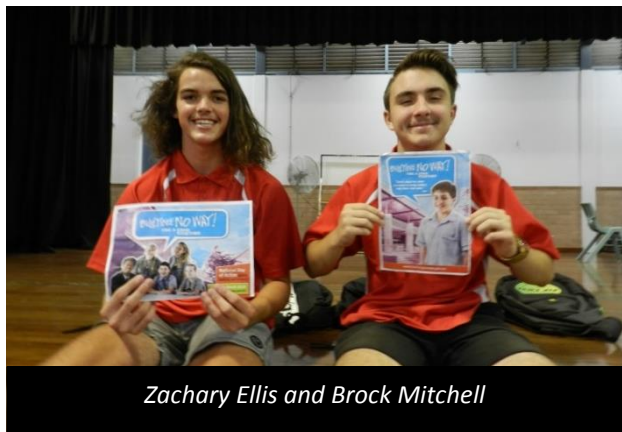
I wish you and your family an enjoyable break during the holidays.



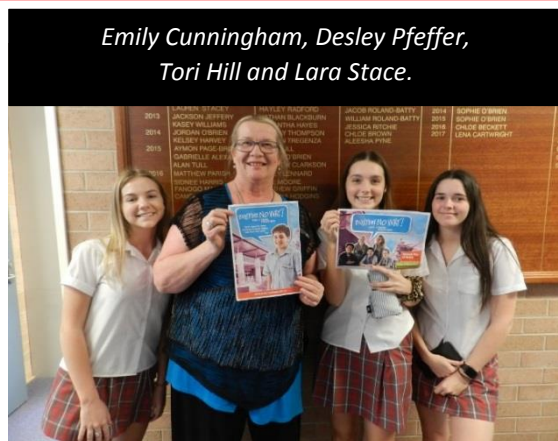
### Year 11 – Jodie Scheffler

It has been a very busy Term 1 for Year 11. Some students have been feeling overwhelmed with Assessment tasks/school work and have done the right thing and asked for help. Jess Schafer, our Senior Study Tutor, has been working side by side with some students checking their understanding and proof reading work/assessments. If you have any concerns about your child please feel free to contact me.

Our school celebrated National Day of Action Against Bullying and Violence on the 15 March and Year 11 took some amazing pictures and got right amongst the celebrations. I hope you enjoy the pics.



Zachary Ellis and Brock Mitchell



Emily Cunningham, Desley Pfeffer,  
Tori Hill and Lara Stace.



Emily Cunningham, Jack Crebert and Callum Delaney-Dunn



Steve Quigley - Head Teacher



Julie Myers - Head Teacher



## Empower Your Kids to Cope & Thrive!

A big thank you to Em Thomson for her support in our school during Term 1.

Em has been highly engaged with our school by:

- Working with individual students
- Assisting with PDHPE class work focusing on mental health and healthy minds
- Being a guest speaker at the National Day of Action against Bullying and Violence
- Parent programs
- Taking a strength-based approach to support our Peer Support leaders

We look forward to working with Em in Term 2!

### Immunisations

**Year 10** Immunisation date – **Monday 6<sup>th</sup> May** here at MVHS. Vaccination includes meningococcal.

#### **Meningococcal ACWY vaccines for students 15 years and over**

A vaccine that protects against four strains of meningococcal disease will again be provided to secondary students in NSW via the NSW School Vaccination Program in 2019.

Schools will soon distribute a vaccination consent card to all students in year 10, allowing them to receive the meningococcal ACWY (MenACWY) vaccine later in the year.

This vaccine is different to the meningococcal C (MenC) vaccine that children born between 2003 and 2018 were offered at the age of 12 months under the National Immunisation Program, as the MenACWY vaccine protects against an additional three strains of meningococcal disease).

The NSW School Vaccination Program has provided MenACWY vaccine to older adolescents - who are at increased risk of meningococcal disease – since 2017.

To ensure all older adolescents have the opportunity to protect themselves against meningococcal disease caused by strains A,C,W and Y, anyone between the ages of 15 and 19 years who missed the vaccine at school can access free vaccine from their GP.

This vaccine does not protect against all strains of meningococcal, so all people should be aware of the signs and symptoms of meningococcal disease, even if they are vaccinated.

For more information on meningococcal disease and the NSW school vaccination program see the [NSW Health website](https://www.health.nsw.gov.au/Infectious/Pages/default.aspx) (<https://www.health.nsw.gov.au/Infectious/Pages/default.aspx>).

You can also find out about other important infectious disease alerts by visiting the [alerts page](https://www.health.nsw.gov.au/Infectious/alerts/Pages/default.aspx) (<https://www.health.nsw.gov.au/Infectious/alerts/Pages/default.aspx>).

## WELLBEING REPORT

### Keep coughing kids home and see your GP.

Whooping cough (also called pertussis) began increasing across NSW towards the end of 2018, especially in children between the ages of 5 and 14 years. NSW Health anticipates that this increase will continue into 2019.

School-aged children who are infected with whooping cough usually experience a troubling cough that can persist for months, but they rarely get severe illness. However they can spread the infection to younger siblings and other more vulnerable people, who are at higher risk of severe disease. Whooping cough can be a life threatening infection in babies.

What can you do to prevent whooping cough?

1. Make sure vaccinations are up to date for all family members
2. Be alert for symptoms of whooping cough
3. Keep coughing kids home, to prevent them spreading the infection to others, and see your GP to get them tested for whooping cough

For more information on Whooping Cough and vaccination visit the [NSW Health Website](https://www.health.nsw.gov.au/Infectious/whoopingcough/Pages/default.aspx)(<https://www.health.nsw.gov.au/Infectious/whoopingcough/Pages/default.aspx>)

You can also find out about other important infectious disease alerts by visiting the [alerts page](https://www.health.nsw.gov.au/Infectious/alerts/Pages/default.aspx)(<https://www.health.nsw.gov.au/Infectious/alerts/Pages/default.aspx>).

**National Youth Week (NYW)** will be again supported this year by Mount View High School. Youth Week began in 1989 as a NSW Government initiative and has since spread to every state and territory. Its organised by young people for young people.

NYW is an opportunity for young people to:

- share ideas
- attend live events
- have their voices heard on issues of concern to them
- showcase their talents
- celebrate their contribution to the community
- take part in competitions and
- have fun!

This year our area Youth Development Officer, Will Doran, and members of the Youth Week Organising Committee will again be celebrating NYW here at Mount View with a BIG Breakfast for our students. The breakfast will start at 8am on April 11.

NYW is from April 10 to 18 although in our area, there is a range of activities being hosted to support our youth beginning April 4 to 26. To see a comprehensive list of activities and dates, please visit [www.facebook.com/CessnockYouthWeek](http://www.facebook.com/CessnockYouthWeek).

**4** **FREE SPCC BIG BREAKFAST**  
7:30am ~ 8:15am  
To Celebrate Youth Week 2019, join the Youth Week Organising Committee for breakfast at SPCC.

**5** **FREE CHS BIG BREAKFAST**  
8:15am ~ 9:15am  
To Celebrate Youth Week 2019, join the Youth Week Organising Committee for breakfast at CHS.

**7** **PCYC COLOUR RUN**  
10am  
Come along for some colourful fun celebrating healthiness, happiness, and individuality. Family tickets \$55. adults \$18, 4-16yrs \$12 and kids under 3 free. *To book or for more information email [estafford@pcynsw.org.au](mailto:estafford@pcynsw.org.au) or call 49911407.*

**8** **FREE ALESCO BIG BREAKFAST**  
9:30am ~ 10:15am  
To Celebrate Youth Week 2019, join the Youth Week Organising Committee for breakfast at Alesco.

**9** **FREE MY SCHOOL RULES**  
9:30am ~ 3:30pm at CHS  
Teams of four students from local high schools are invited to join in this culinary challenge. Students will be put through their paces with a series of interactive cooking challenges. Independent judges will taste-test the student's creations and score them on their efforts.

**10** **FREE KKHS BIG BREAKFAST**  
8:15am ~ 9:00am  
To Celebrate Youth Week 2019, join the Youth Week Organising Committee for breakfast at KKHS.

**11** **FREE MVHS BIG BREAKFAST**  
8am ~ 8:40am  
To Celebrate Youth Week 2019, join the Youth Week Organising Committee at MVHS.

**12** **\$10 SKATE AND CLIMB**  
4pm ~ 7pm at Cessnock PCYC  
Put your skills to the test climbing the 18 metre high wall and drop into the skate park for an action packed afternoon. Contact Cessnock PCYC for more information on 49911407.

**13** **FREE YOUTHFEST**  
9am ~ 4pm Kurri Kurri Skate Park  
Join us for the 15th Youthfest, this huge YouthWeek celebration includes live music, a scooter, bike and skate competition, street art workshops, face-painting, chill out space and more! *For more information phone Will Doran on 0438 636 009 or CYCOS on 0401 107 413.*

**15** **FREE CUPCAKE DECORATION**  
11am ~ 12:30pm at Kurri Kurri Community Centre  
In the mood for making a work of art you can eat? Learn to make Insta ready cupcakes with the professionals from exquisite cakes. *For more information contact Will Doran on 0438 636 009.*

**FREE MAKE YOUR OWN PODCAST**  
12pm ~ 2pm at Cessnock Library  
Learn how to write, record and upload your own podcast with experienced music producer Carlin McLellani! Brainstorm ideas, learn to record audio and turn your idea into a completed podcast. You're welcome to bring along your own laptop and headphones. *Bookings essential please contact Cessnock Library on 49934399 for further information.*

**FREE HIP HOP WORKSHOP**  
3:30pm ~ 5:30pm at CYCOS  
Are you a front man like Wiz Khalifa or more of a producer like Jay Z? Shane and Quaid are here to help you take your first steps into the world of Hip Hop. You will learn how to MC and structure rap lyrics and beats. *To register phone CYCOS on 49934356.*

**NATIONAL YOUTH WEEK**  
4-26 April 2019

NSW GOVERNMENT | NSW YOUTH WEEK

**FIND OUT MORE ABOUT YOUTH WEEK 2019**  
<https://www.facebook.com/CessnockYouthCentre/>

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**FREE FUN DAY AT CHARLESTOWN SQUARE**  
9:30am ~ 4pm

What is better than FREE entertainment passes that include a movie, bowling or laser tag, Timezone, Holey Moley Golf, and lunch? FREE transport to and from Charlestown! Bus will depart from Kurri Kurri High School at 9:30am returning approximately 4pm. Places strictly limited. Please register by calling Michelle on 0438 676 289.

**SEAMS LEGIT SEWING WORKSHOP**

10am ~ 11am at Kurri Kurri Library  
2pm ~ 3pm at Cessnock Library  
Beginners machine sewing workshop learn the basics of sewing to produce your own take-home tote bag. Bookings essential please contact Cessnock Library on 49934399 or Kurri Kurri Library on 49371638 for further information.

**FREE CREATE WITH POWER TOOLS**

12:30pm ~ 4pm at Cessnock Bunnings  
Join the team at Bunnings Cessnock to make a DIY take home project using power tools. To book your spot phone Sue on 49919500.

17

**FREE BARKUMA ART WORKSHOP**

10am ~ 2pm Barkuma Neighbourhood Centre  
Join Barkuma for a free Youth Week event of Aboriginal art, craft and culture. To book your spot, please phone Tshinta on 49371094.

**FREE HARRY POTTER AND THE SORCERER'S IPAD**

2pm ~ 3pm at Kurri Kurri Library  
We're setting the library robots loose in Hogwarts, what will they find? Harry Potter's wand? Magic meets technology at this kids tech meetup. Bookings essential contact Kurri Kurri Library on 49371638 for more information.

**FREE GRETA SKATE JAM**

10am ~ 2pm at Greta Skate Park  
Learn some tips and tricks with a Pro. Supported by Skate Connection, Newcastle Skate Shop and Essential Skate Boarding Lessons this event will allow Skateboarders, Scooter and BMX riders to learn some tricks, show off their skills and share a meal. Demo from 10:30am - 11:30am, Skate and Scooter Workshops from 12:00pm - 2:00pm. Workshop numbers are limited, booking is essential contact CYCOS on 49934356.

**FREE GRETA ROAD TRIP**

9:30am ~ 2:30 pm from KKHS  
Free bus transport to Greta Skate Jam will depart from Kurri Kurri High School. Free sausage sizzler Snacks and water provided. Please register by calling Michelle on 0438 676 289.

**FREE ALL THINGS ANIME**

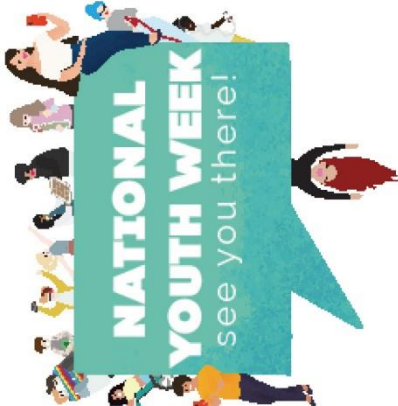
4pm ~ 8pm at The Mat-Wel Hub  
Come and Share your love of all things Anime, Manga and Japan. Bring your fan theories, learn to draw Manga and get ready for some amazing food. Bookings essential, contact Ben on 40572900.

**FREE KIRAY PUTJUNG ART WORKSHOP**

12pm ~ 2pm at CYCOS  
Join Kiray Putjung and CYCOS to create your own art work at our 'Aboriginal Symbols in Art' workshop. Bookings essential, contact CYCOS on 49934356.

**FREE HARRY POTTER AND THE SORCERER'S IPAD**

10am ~ 11am at Cessnock Library  
We're setting the library robots loose in Hogwarts, what will they find? Harry Potter's wand? Magic meets technology at this kids tech meetup. Bookings essential please contact Cessnock Library on 49934399.



18

**FREE FLOWER CROWN WORKSHOP**

2pm ~ 4pm at Kurri Kurri TAFE  
Learn how to make your own beautiful flower crown, it is fun, easy and free! To book please call CYCOS on 49934356.

23

**FREE HOMEMADE PIZZA AND BOARD GAME DAY**

10:30am ~ 2:30pm Kurri Kurri Community Centre  
Come grab a slice of pizza and settle in for an afternoon of fun. Food and drinks provided. Please register by calling Michelle on 0438 676 289.

26

**FREE DAY AT THE BAY**

9:30am ~ 3:30pm Kurri Kurri Community Centre  
Bus transport to Nelson Bay and/or Little Beach will depart from Kurri Kurri High School at 9:30am, returning at 3:30pm. A picnic lunch and water will be provided. Please bring swimmers, hat and towel. Numbers limited. Please register by calling Michelle on 0438 676 289.



We are committed to creating an inclusive and accessible youth week for everyone!



**FIND OUT MORE ABOUT YOUTH WEEK 2019**  
<https://www.facebook.com/CessnockYouthCentre/>



Rebecca Bartlett – Head Teacher (Relieving)



In honour of World Theatre Day, March 27th, we thought we would share with you some interesting tid-bits about the theatre...

- To 'explode' originally meant to hiss or boo an actor off the stage.
- In 1782, a lady named Mrs Fitzherbert died laughing at a performance of John Gay's *The Beggar's Opera* at the theatre.
- And our personal favourite - When Shakespeare's Globe burned down in 1613, [the one casualty was a man whose breeches caught fire](#); they were put out with a bottle of ale!



**Year 11** have been working hard on another performance to demonstrate their learning from Term 1! They have brainstormed, explored, interpreted, questioned, documented, drafted, re-drafted, re-re-drafted and they are not done yet! The final product will all be revealed in Week 11 where they will present their original performance to a group of their peers.



*Work in progress - Jacinta White, Kirsten Boesen, Billie Taylor, Liam Callaghan, Alecia Swallow*

*Work in progress: Logan Vassel, Chelsea Hamid, Brayden Corcoran, Logan Templeton, Alana Dafter*



## ENGLISH & DRAMA FACULTY

Year 8 Finished off the term with their sock puppet performances to demonstrate their understanding of, and skills in puppet manipulation. 8W were especially excited to perform under the lighting rig for the first time! Well done!

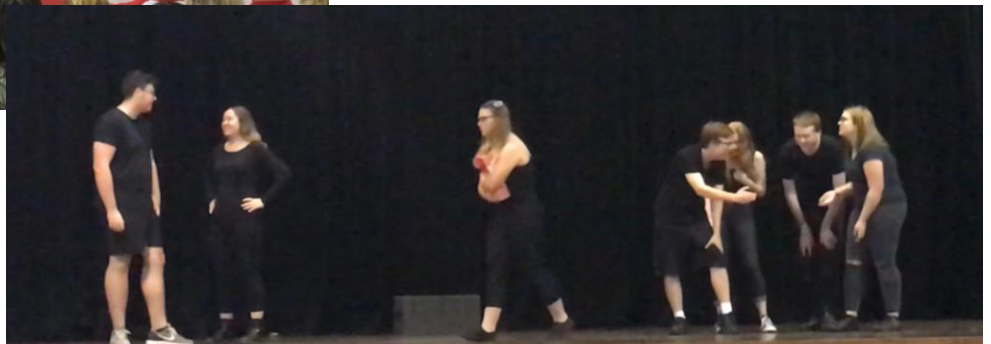


### National Day of Action Against Bullying and Violence Performances

During Week 7, students had the opportunity to learn more about bullying and its effect on others. On 15 March 2019 MVHS acknowledged the Day of Action with a Formal Assembly. At this assembly, students viewed a performance by Miss Johnson's Year 11 Drama students, which aimed to remind the audience that "if you can't say something nice, don't say anything at all." Thank you to Tracy Eddy for filming it!



*Drama Ensemble: Logan Vassel, Kirsten Boesen, Jacinta White, Liam Callaghan, Alana Dafter, Brayden Corcoran, Logan Templeton*





## ENGLISH & DRAMA FACULTY

To mark the occasion on a virtual front, Miss Johnson also collaborated with students and staff, to create an Anti-Bullying short film that was revealed at the assembly. The film featured students and staff who nominated themselves to stand up as role models, and reinforce the key messages of kindness, understanding, and taking action to take the power away from bullies. The film, which has over 5.5 thousand views, can be seen on our Facebook page.

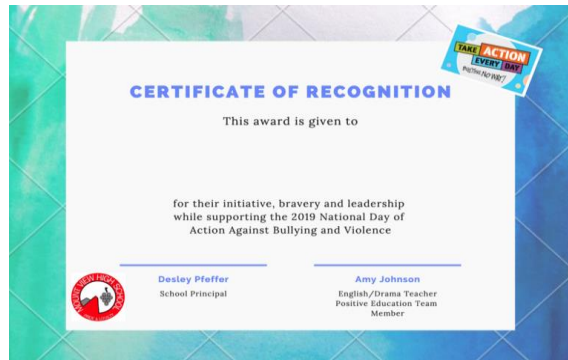
Students who helped with the filming of the video received a personal letter of thanks and certificate to recognise their bravery and leadership.

### Film Credits:

**Students:** Bree Abbott, Susan Anderson, Jasmine Andrews, Evelyn Anyon, Olivia Bailey, Chloe Bain, Ash Barman, Blake Bodycote, Kirsten Boesen, Atticus Burless, Liam Callaghan, Sylvia Carr, Casey Chandler, Abbey Clark, Charlotte Connolly, Ruth Copeland, Brayden Corcoran, Amahni Crane, Annabella Crowther, Alana Dafter, Liam Dixon, Noah Fairfull, Grace Fairlie, Jorja Fairlie, Kane Fisher, Tru Fitzgerald, Jordan Flint, Chelsea Hamid, Felicity Hearne, Jessica Johnson, Jasmine Kerr, Noone Khairam, Fei Fei Liu, Felicity Lucas, Taleah McLawrence, Nate Membrey, Abbi Moore, Charlotte Moore, Nikki Murnane, Ava Neville, Saxon Neville, Sienna Newsome, Patrick Orlowski, Vincent Plater, Chloe Prizmic, Ella Skinn, Ryan Stace, Alecia Swallow, Callen Sweetman, Billie Taylor, Luke Taylor, Logan Templeton, James Templeton, Chelsea Webb, Harrison Webb, May Webster, Hailwood Westra, Chezlee White, Jacinta White, Maddi Woodward, Chantel Winship, Logan Vassel.

### Teachers:

English and Drama Teacher Hannah Baum, Yr 7 Advisor Sarah Bendall, HT HSIE Rachael Collier, Ag Teacher Craig Jarrett, TAS Teacher Graeme Lindsay, TAS Teacher Stacie Ostle, YA Yr 11 Jodie Scheffler, HT Wellbeing Julie Myers



Annabella Crowther



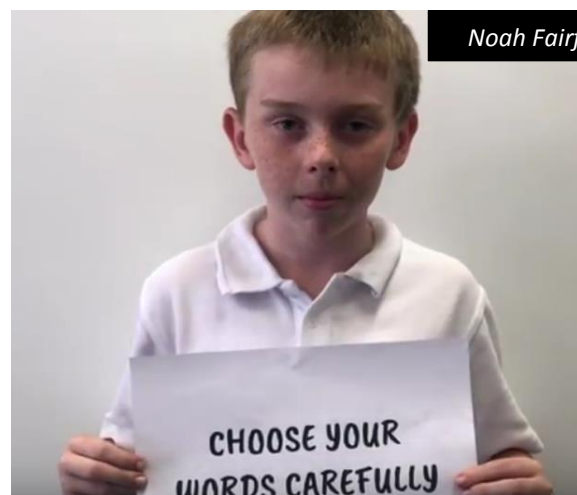
Maddison Woodward



Sylvia Carr



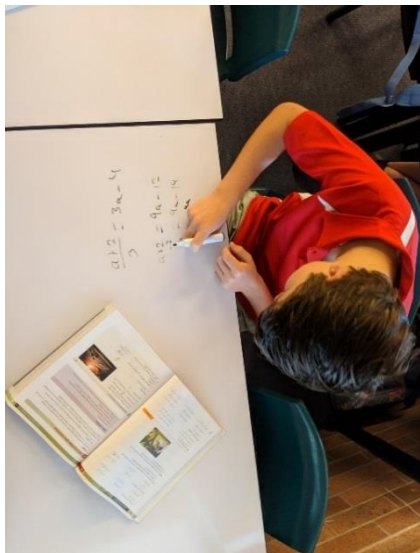
Noah Fairfull





**Ben McCartney - Head Teacher**

Last year I organised a refresh of a classroom to try and better support student learning in Mathematics. The big winner amongst students is definitely the whiteboard desks. A number of students are requesting whiteboard markers every lesson to work with their peers in solving problems, others are writing on any available surface including windows to collaborate in problem solving.

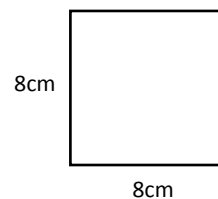


About this time of year without fail, I start to receive parent phone calls to try to understand how a student in a top Year 9 class is suddenly not performing to a standard that they're used to. The common refrain is they've gotten 90% all the way through Year 8 and now they're only getting 50%. I want to give some context and explain what is happening at this crucial stage of learning.

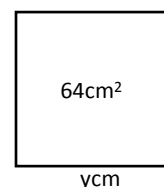
Mathematics is the only subject that introduces 3 levels of curriculum in Year 9, they are: 5.3 (advanced), 5.2 (intermediate) and 5.1 (standard). All students complete 5.1 by the end of Year 10, and all 5.2 students complete both 5.1 and 5.2 content. Only the students in the top 2 Year 9 classes complete all 5.1, 5.2 and 5.3 content by the end of Year 10. We also assume a higher standard of work from these top classes and each group is only comparable within their curriculum groups. i.e. 80% in each of those groups means very different things because they complete very different assessment.

Here is an example of test questions from a Stage 4 idea, applied into Stage 5 assessment.

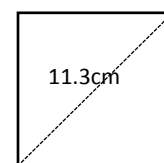
5.1: Find the area of the square below: (First image)



5.2: The area of the square is  $64\text{cm}^2$  what is its side length? (Second image)



5.3: The diagonal of a square is 11.3cm. What is its area to 2 significant figures? (Third image)



The first is a simple application of the area formula. In the second, it requires solving an equation with the area formula. In the third, Pythagoras' theorem and an equation is required to find the solution.

For students in 5.3 there is a lack of the first type of question, which we know they can all do from their Year 8 results. This means that students who are used to being compared to all students, where they graded at 80% or better, are now only compared to the top 20% of students in a 0-100 scale. So, 80% from Year 8, may look like 40% in 5.3. These students are heading towards advanced and extension in Year 11 and 12 and need complex problem solving skills if they are to make it. We have 2 classes of 5.3 in Year 9 and only 13 students attempting advanced in Year 12 this year.

From the last article - the answer is: He saved \$636. See if you can solve the three Year 9 questions above for next time.



**Natalie Death - Head Teacher**

As we settle into our classes and our routines, I am pleased to report on the progress of our wonderful students.

**Assessment:**

All of our Stage 4 and 5 students have now completed their first assessment. For Years 7 and 9, their practical assessment demonstrated their skills in measurement, scientific drawing and manipulating equipment. Years 8 and 10 showed their prowess in data analysis, solving problems and graphical skills. We are so proud of how all of our students have performed in these tasks and this has caused a lot of teaching and learning buzz about how well our students are progressing. Well done to all!


**Upcoming Science Assessment Tasks for Years 7 - 10**

**Term 2**

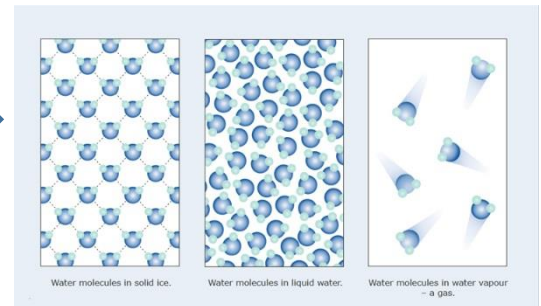
Week 2 - Year 7 and Year 9 are completing their Problem-Solving Assessment Task.

Week 3 - Year 8 have their group Depth Study due and Year 10 will have their Portfolio due.

**In class:**

Year 7 classes are continuing their practice of thinking scientifically and discovering the atomic structure of solids, liquids and gases. 

Year 8 classes are starting their Group Depth Study as they investigate how to test something fairly. As we move into the cooler months, Year 8 agriculture classes are learning about winter crops and how farms prepare their animals for cooler times ahead.



Year 9 classes will be starting to talk about chemical compounds and how they are formed.

Year 10 students will be moving onto concepts of evolution towards the end of term and learning about how and why things move.



**Agricultural news:**

Mount View High school is one of seven schools nationally to receive a grant provided by Agrifutures Australia to part-fund the Startup Business Entrepreneurial Learning in Action Program.

The program is tailored to have students learn an entrepreneurial mindset and use innovative ideas to develop and then pitch ideas that solve a problem in agriculture. Students will produce a business plan for their ideas and present this plan at the inaugural Mount View High School Pitch Competition. The winners of this competition will receive additional mentoring and be invited to present at the Brilliant Business Kids Festival to be held at Sydney University in November 2019.

Students will be invited to express their interest in this special program in the coming weeks.

**Subject Fees:**

I would remind students and parents of the importance of paying subject contributions. These payments go directly to the faculty to supply our students with numerous learning experiences that they may not get from other schools. In Science and Agriculture, we make it our mission to ensure that our students have access to new and varied activities that enhance our students' learning.

**Fees** are applied for consumable items including dissecting material, demonstration items and modelling material. The schedule of fees in 2019 is:

**Science:**

Year 7/8/9/10 \$15 per year  
Year 11/12 \$15 per year

**Agriculture:**

Year 8 \$15 per year  
Year 9/10 \$35 per year  
Year 11 Agriculture \$35 per year  
Year 11/12 VET Primary Industries (VPI) \$75 per year

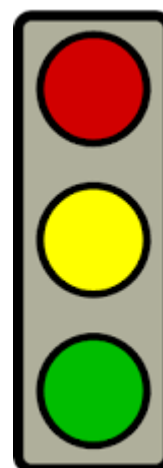
These fees should be paid to the front office.



Rachael Collier - Head Teacher (Relieving)

**FEEDBACK**

In preparing for assessments the HSIE staff have been working hard encouraging students to submit drafts in order to provide students with feedback on their work. To do this we have been using a 'traffic light' feedback system designed to help students learn to review their own work and identify areas for improvement.



**Red** Australian law in comparison to **Red** American law can be viewed as much safer and beneficial to the general public simply due to the development of laws surrounding firearms. In **Australia**, the general law for all states and territories is that in order to be in possession of a gun, one must have a gun license and have an adequate reason for owning a firearm - self-defence not being adequate. Another important aspect of the law is that a 'prohibited person' is never at any time allowed to own a firearm. In America, it is considered a right for a person to own a firearm, stated under The Second Amendment. The impact this has on the safety of society is drastic in comparison: **With the statistics of homicides by firearm for one million people living in each, by 2013 (Australia at 1.6 and America at 29.4)**. The development of gun laws in Australia proves to make the country a safer environment, thus creating a safer society to live in, whereas in America the lack of development in terms of firearm legalities is reflected upon the society, creating an unsafe environment.

**Green** = GREAT! This is really well written.  
**Orange/Yellow** = something is wrong here, please read carefully, grammar/spelling  
**Red** = error in information, irrelevant to your argument, does not make any sense

An important factor in the development of law is the amount of **reinforcement** to the structure. A country that is in a state of corruption lacking proper **reinforcement** to the law will have a considerably less developed society than that of a country with proper **reinforcement** to the law. **Bali** is an example of this, with the police department being corrupt and easily bribed to let off people for whatever the crime may be for a price. The weakness of Bali's legal system reflects greatly on the society, allowing crime to simply be excused without punishment thus corrupting the rest of the population. This, however, can work both ways as too much structure and too much **reinforcement** to the law can negatively impact society. North Korea is a very strict country in terms of the legal system to the point that it restricts the freedom of society to extremities such as controlling what is viewed on television and having the country on almost complete lockdown. This is a perfect example of **reinforcement** to the law gone wrong, as the harsh restrictions are not benefiting society, but rather controlling society. This is reflected upon the civilians of **North Korea**, as the law has strayed from developing for the people to developing to own the people and has resulted in misery.

Feedback is an important part of the learning process as it provides students with:

- A better understanding of the subject
- Guidance on how they can improve their learning
- Identifies strengths and weaknesses in skills, to allow teachers to target teaching and learning
- Helps them to understand their process
- Provides rationale for the grades awarded

Well done to all the students who took the time and engaged with the learning process leading up to the first round of assessment.

**The Keep**

The keep is a fortified tower that **lie** in the centre of a castles walls which **defended** the castle. It's was also used to imprison political prisoners as it was classed as one of the most impenetrable parts of the castle. When under attack the keep was a great height advantage point as it was very tall which it would then be used to attack the intruders from above with bows and arrows. **During a siege**, a Mangonels would be able to weaken or destroy the keep for the bottom of its structure due to the catapult throwing large boulders at it.

This is the Keep →



[www.medievalchronicles.com/.../medieval-castle-keep](http://www.medievalchronicles.com/.../medieval-castle-keep)

**YEAR 10 REDHEAD BEACH EXCURSION**

Year 10 went to Redhead Beach to learn about human and natural impacts on coastal environments. Students performed a range of physical geography activities to test climatic conditions, identify longshore drift and also learned about the unique history of the Redhead area. It was an absolutely fantastic day.



Abby-Lee Grant and Charlotte Lucas



10HS12 in front of Redhead Bluff



10HSI2 at the iconic Redhead shark tower



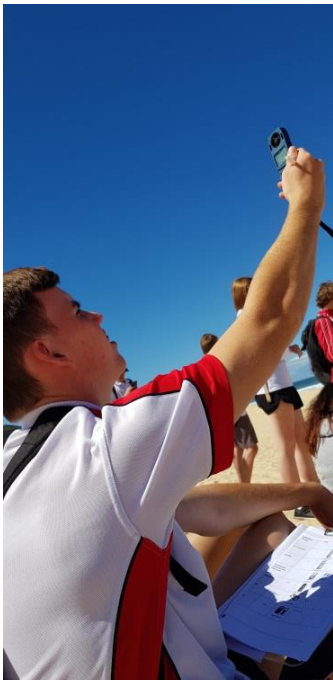
William Cagney measuring temperature



Jayden Plummer reading direction



Charlotte Bush-Wells, Jacob Zoneff, William Cagney, James Stringer, Emily Crosdale taking readings from fieldwork equipment



Jayden Plummer taking wind speed



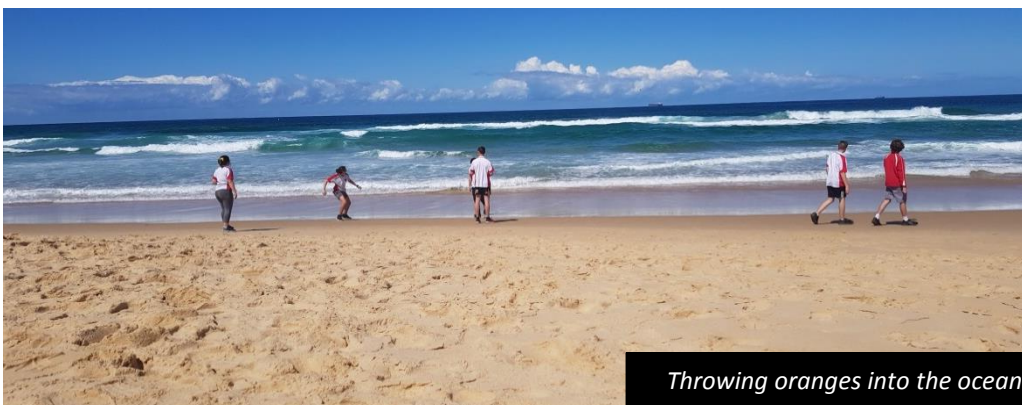
10HSI2 listening to the history of Redhead Beach



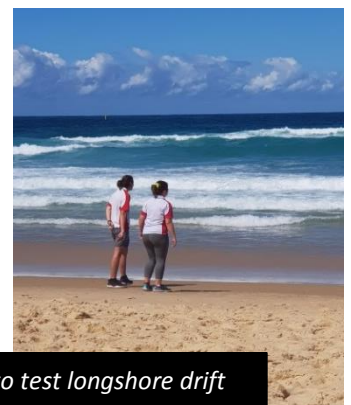
TJ Farnham and Jace Parkinson reading wet and dry temperature



Chloe Rose reading wind speed



Throwing oranges into the ocean to test longshore drift



**LEGAL STUDIES POLICE VISIT**

Year 11 and 12 Legal Studies were treated to a visit from Senior Constable Will Kirby and Senior Constable Matt Ellis, part of Cessnock's Youth Command, to talk to students about the Young Offenders Act. This is part of the students' HSC studies and hearing firsthand accounts of how the law works, asking questions about its limitations and having the experience of speaking with police in a positive environment was a treat for all students involved.

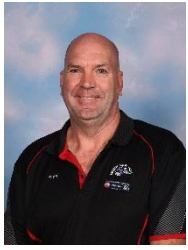
Mrs Collier thanks both Senior Constables for taking time out of their busy schedules to deliver this unique learning experience.



*Vincent Plater and Zanthia Crump*



*Vincent being a good sport!*



**Brian Means – Head Teacher**

**Year 7 Projects**

Year 7 Technology mandatory Textiles class have been working on their Assessment Task. After learning a variety of colouration and decoration techniques such as tie dye, fabric manipulation, shibori, block and screen printing, students have layered them around their fabric to create a wall hanging representing an ‘Under the sea’ or ‘In the desert’ theme.

The final step of the wall hanging was to insert a LED light into the project creating visual interest. Students learnt a new innovative textile technique - combining conductive threads and fabrics with electronic components such as lights and batteries to create an electrical circuit brings technology and electronics into the textiles classroom.



*Jordan Walker and Cavan McLoughney*



*Back LR: Cavan McLoughney, Lily Brell, Makayla Cagney, Kaitlyn Mitchell, Shanae Gibson. Front LR: Scarlett Johnston, Jye Passfield and Jordan Walker*

**Designer Cupcakes**

Our new year 7 Food Technology mandatory students have been busy learning new skills in the kitchen!

They recently completed an assessment task to design, plan, present and decorate a cupcake with a selected theme. Congratulations to these students for the outstanding efforts and results with their cupcakes with a variety of themes



*LR: Lucy Bekett, Christine Jewers, Zali Saunders, Tahni Beckett and Zahlee Connolly*



Year 8

Year 8 have been learning how to design and create their own fabric. Throughout the term we have learn a variety of colouration techniques such as shibori, tie dye and block printing. Combining them together they created a multi-purpose bag.

The students have really enjoyed creating their own prints and we have seen some fabulous results.



*Mackenzie Petrysen, Tahlia Hawes, Ayva Harrison, Emma Niven and May Webster*





## F1 in Schools STEM Challenge National Finals Results

The Australian F1 in Schools STEM Challenge National Finals was held at the BOSCH Australia plant in Melbourne on the 11<sup>th</sup> – 15<sup>th</sup> of March 2019. Mount View High School had two excellent teams representing our school, the Hunter Valley and NSW in the national competition - Impro Racing and Pentessellate. We competed against 34 other teams from across the country and Impro Racing came 4<sup>th</sup> in the Development Class division and Pentessellate came 2<sup>nd</sup> in the Professional class division. Both teams achieved the highest rankings our school has ever achieved at the national level in this challenging competition. Below is a recount of the event.

*Toby Astill-King, Ben Galvin, Harley Patterson,  
Chloe Hunt, Billie Taylor, Fei Fei Liu, Susan Anderson  
& Grace Frankland-Shambler*



Both teams left Newcastle Airport Sunday afternoon (10/03/2019) very excited about the flight to Melbourne. As soon as we arrived, everyone was focussed on the upcoming national finals and getting everything ready for Monday's registration. Each team had to hand in two identical race cars for scrutineering as well as a copy of their compliance booklet which proves their cars meet all racing regulations.

Monday morning was our first chance at seeing our opponents and their race cars. We were careful not to reveal any secrets about our car designs and happy to see that our cars were as good (if not better) than the other cars being scrutineered by the head judges. The rest of the day was planning and preparation for Tuesday's big day where we had to deliver and setup

our pit displays and start racing our cars. The Bosch Australia building was a huge place with lots of security checks and a brand new building at Clayton, Victoria. So it was early to bed so everyone was fully rested for the first day of racing at the F1 in Schools STEM Challenge national competition.

Tuesday morning was an early rise checking that everything was packed in the school trailer ready for our first day at the National Finals. 36 teams from around Australia had to deliver their pit displays and marketing material to the Bosch Australia reception room within an hour and half time period. It was a tight schedule of buses, cars with trailers and mini buses lining up to delivery everything under the supervision of the Bosch security team. Next everyone had to setup their pit displays within a 2 hour time allocation under the supervision of judges, no one was allowed to speak with their teacher to ask for help.



*Grace Frankland-Shambler,  
Chloe Hunt & Susan Anderson*



In the afternoon there was a novelty event where teachers who designed and manufactured a military transport device could race against each other to see who had achieved their design goal. Some teachers designed the slowest vehicles, like a tank, others designed ships or basic transport vehicles like a truck. Mr Chamberlain won the fastest tank as well as the people's choice for the best designed and made military vehicle. Congratulations!



Liam Whiteley from Mount View High School's Revolution Racing team (the first MVHS team to ever make it to the national finals and then onto the world finals) was judging during the competition. It was great to catch up with an ex-student who is still involved in this challenging STEM program. Everyone competing was trying to guess who the best two teams were and who will represent Australia at the world finals later this year. At this point, most people believed Pentessellate were definitely in the top two, so the team was doing their best to earn a space in the 2019 Australian team. Impro Racing have one of the best pit displays as well as some of the best portfolios in their division. We had our fingers crossed they will win a number of awards in their division and possibly a place in the national team.

Wednesday morning we arrived at the Robert Bosch Australia building before 8am ready for a long day of racing and judging until 6pm. The day started with a radio interview with Alan Jones (Sydney) where Dr Michael Myers was speaking on the radio promoting the national finals in Melbourne. Tobias and Chloe were the only two students asked to speak with Alan, but the radio interview was cut short due to breaking news.

After the opening ceremony everyone was ready for the busy schedule of racing cars, pit display judging, and engineering interviews with CAD/CAM assessments. The one thing that was very obvious from the start of the day was the attention given to our two teams. Every official who visited the Bosch centre was brought to our booths first and had a brief discussion with our teams about the F1 in Schools STEM Challenge as well as their car designs, portfolios and pit displays.

Thursday morning started with verbal presentations for Pentessellate and Impro Racing. The judges seemed pleased with both teams' performances and commented on how well the content was delivered. Thank you to everyone who has supported our teams with their verbal presentations – they did us proud!

Next was the Engineering CAM and car manufacturing. Our teams excelled with showing the judges how well we use the Denford CNC Mill at school as well as how we applied the advice from local experts with sanding and painting the race cars. Thank you to Varley Engineering and Joel for their support and advice with the paintwork.

The reaction racing today was very fast. Tobias consistently achieved a reaction time of 0.15s and Grace's determination to succeed was evident with her fast times and a winning car. Late in the afternoon was the knockout racing. Unfortunately our teams did not progress in this event but our cars achieved some very good times.

Friday night was the Awards Ceremony at the Huntingdale Golf Club. Everyone was excited with anticipation of winning an award but we were up against some amazing teams. Impro Racing came 4<sup>th</sup> in their division and won the Outstanding Industry Collaboration Award – a first for Mount View High School. Pentessellate came 2<sup>nd</sup> in their division and won awards for Best Team Portfolio, Best Managed Enterprise, Best Engineering CAD, Best Engineered Car and Best Graphic Design – all a first for Mount View High School.

Pentessellate have been chosen to go to the world finals in November as a collaboration team with Vectory from Penrith Christian School (who came 3<sup>rd</sup> in the Professional division). Both teams are busy planning this massive task as well as deciding who will be the 6 core members and who will be the team affiliates.





Our focus is to take the strongest team to the world finals so we need to work together and strive for a podium position. We are seeking support from the local community as well as the rest of Australia to help our team strive for success and put Mount View High School on the world stage.

Thank you to Lisa Hunt and Ross Thompson for their never ending efforts with Impro Racing and the F1 in Schools STEM Challenge at Mount View High School. Everyone has appreciated your positive attitude, problem solving skills and never ending efforts with our students. A special thank you to Mr Grahame Chamberlain for taking time out of his retirement to guide and mould our students to reach such a high standard (and for driving the school trailer to Melbourne and back with the teams pit displays).



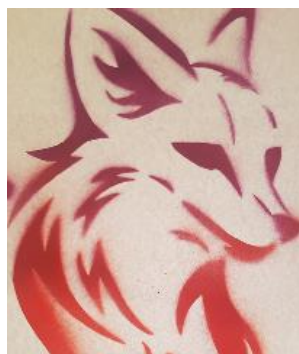


Elizabeth Alder – Head Teacher (Relieving)

# STREET ART

This year a new elective “Street Art” is up and running and students from the year 9 and 10 elective courses have been busy creating art in new and exciting ways.

Year 10 have been exploring urban art, looking closely at street artists like Swoon and Banksy. Students have learnt new skills such as stenciling techniques and are now creating a lino cut which will be used as a stamp in a much larger artwork in term 2.



Year 9 have also been very busy learning about the elements of a work of art and designing a series of coffee cups with these elements in mind. Students have had the opportunity to play with different 2D materials and refine their skill set before rendering their paper cups. Next term students will sculpt a coffee cup out of clay.

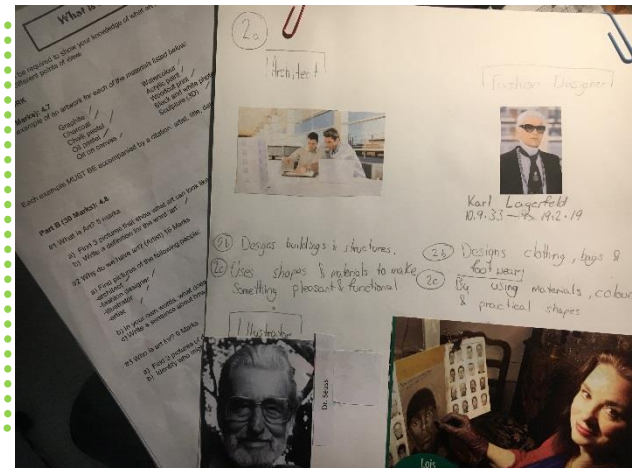
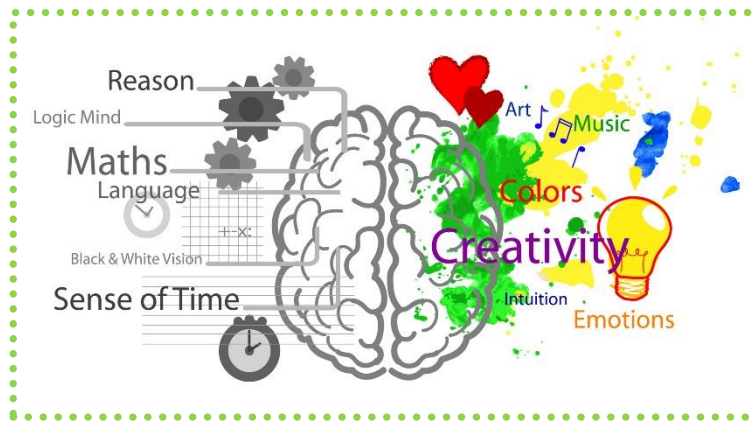


Year 7 classes at work

Year 7 students are completing personal interest projects and planning as well as class book work this month.

Some students have been learning the intricacies of Right Brain theory and how to switch on their brain for more creative thinking and observational drawing skills. All students have also just completed their first Art Assessment task and their teachers are very thrilled to see the drafting and final renditions of the students Visual Verbals about the topic 'What is Art?'. Feedback and results will be returned to students as soon as possible.

By Jasmine Kerr



Kalani White



Benjamin Ling



Ella Ryan





## Teaching and Learning Faculty

Elizabeth Alder – Head Teacher

### TOP 10 TIPS TO HELP GET ORGANISED

1. **Develop a routine**  
Consistency is the key to success. Write down your general weekly schedule and create a routine.
2. **Write everything down**  
Use a notebook or planner, or try an app like [Google Keep](#) that you can use on your phone and computer.
3. **Create your own deadline that is before the actual deadline**  
Create your own deadlines and put them in your planner or calendar. Having your own deadline reduces stress for you as a student. You'll also be more likely to submit your best work.
4. **Do five minutes of daily planning each day**  
Before you start doing your homework or studying for a test, look at your planner first. Take note of all upcoming deadlines, and think about your schedule for the rest of the day. Then you can decide what specific tasks to work on for the day. Doing daily planning will ensure that you're always working on the most important tasks, and that you don't leave anything out.
5. **Block out time in your schedule for the things that matter most**  
Blocking out time in your schedule is critical. If you don't do this, other things which are less important will fill your schedule.  
In your calendar or planner, block out time for things like family events, religious activities, volunteering, and studying. Then honour these commitments and stick to your schedule as much as possible.
6. **Break down big tasks into smaller tasks**  
Breaking down big tasks and projects makes them seem less overwhelming and more manageable. Doing this also makes it clearer what your specific next step or task is, so you'll be less likely to procrastinate. Eg: rather than telling yourself that you need to work on your History essay, break it down into smaller tasks like:
  - Read 10 articles on the topic for research
  - Write outline
  - Write introduction
  - Write main point #1
  - Write main point #2
  - Write main point #3
  - Write conclusion
  - Proofread the essay
  - Adjust the formatting, layout, etc. of the essay
  - Submit essay
7. **Create a space at home for studying**  
If you want to be effective in your studies, you need to have the right environment to work. You need all the necessary materials, stationery, paper and study tools. You also need a suitable table and lamp.
8. **Before you start work, eliminate all distractions**  
Take a moment and think about the distractions you typically face when you're trying to study. Common ones include text messages, notifications on your phone, social media, YouTube, books, and magazines. Remove these distractions before you get to work.
9. **Use a stopwatch or timer**  
When you want to be productive, use a timer to help you focus. Using a timer adds a sense of urgency. Try working in blocks of 30 to 40 minutes, followed by a short break. If you're up for it, set a timer for your breaks too, so that you don't take a 45-minute break when you only intended to take a 10-minute break.
10. **Every day, review all the new information you learned in school earlier that day**  
A quick review of the key concepts should only take you about 20 minutes. Doing this helps to ensure understanding, so you stay on top of the material.

*If you like these tips,  
Google: [Daniel Wong: Empowering  
Students to be Successful and  
Happy](#) for more helpful hints on  
how to get organised to be the  
best student you can be.*



**Sue Ford – Head Teacher**

The school gym is finally here!! It's been a long time in the making however the wait has been well worth it! The gym has been kitted out with commercial quality equipment and is in a completely refurbished space. The massive glass bi-folding doors open up to soon what will be an under covered outdoor workout space to maximise the amount of space available to classes and students to access. Classes that will see the most amount of use in the gym are the PDHPE elective classes, such as; PASS, PASS - Football and SLR, however, all PDHPE classes will be enjoying a number of lessons in there throughout the year. The school gym is open to the students three to four lunch times per week and anyone is welcome to come and see what all the hype is about. School gym is also an available sport choice for our students in Years 8-10, however spaces will fill up fast so be sure to register your interest with the PDHPE faculty, particularly Mr Hunt.

Our equipment consists of;

- 4 x pin loaded machines (leg press, chest press, lat pulldown & seated row)
- 2 x rowers
- 2 x cardio bikes
- 1 x power rack
- 1 x smith machine
- 4 x benches
- and a number of dumbbells ranging from 1kg up to 30kg!

Fans and mirrors are due to be installed soon ready for the official opening.



PA4E1

The current physical activity guidelines for Australia recommends that children and adolescents should engage in **60mins of moderate to vigorous physical activity daily.**

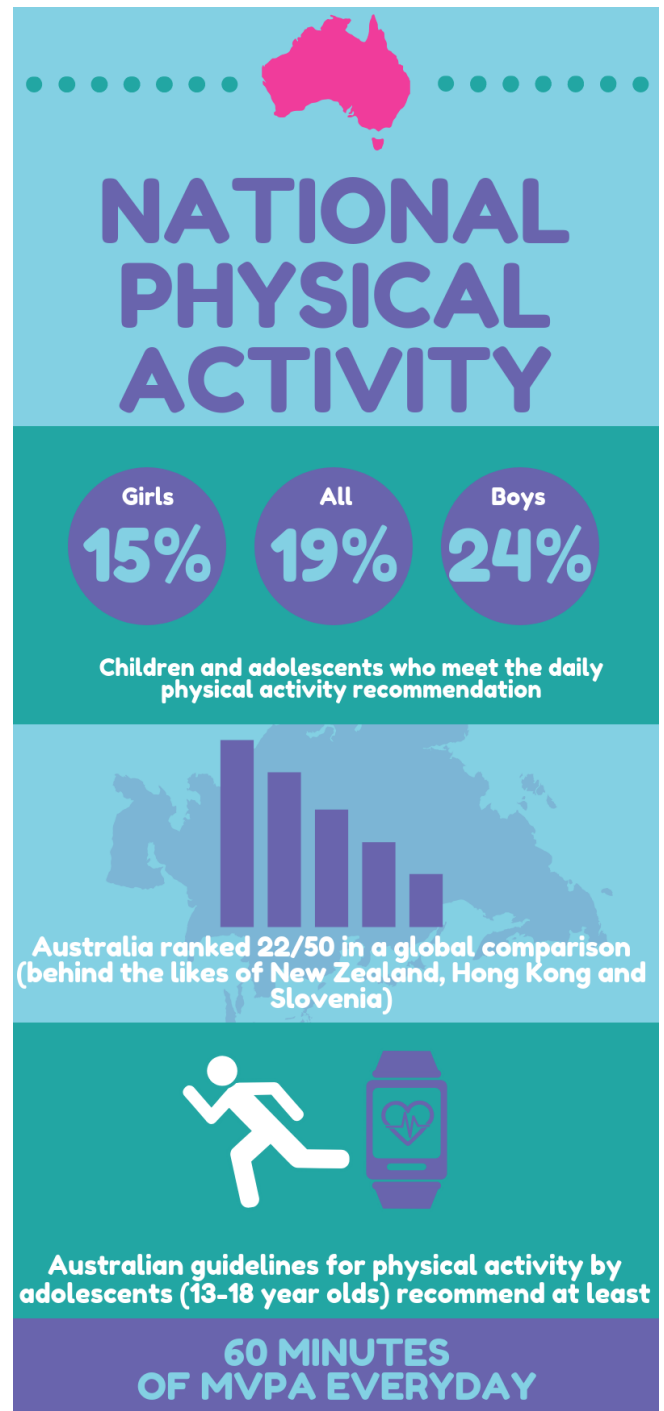
Did you know that only **19%** of our young people are meeting this recommended level of daily physical activity?

Students at Mount View can access physical activity options during the week through a variety of opportunities including:

- Compulsory practical PDHPE lessons at least twice per cycle for years 7 -10
- Compulsory sport afternoon for years 7 - 10 with the opportunity for senior students to also be involved
- A variety of active equipment available for use at recess and lunch
- Staff member allocated an active duty role for every break providing a range of opportunities including in school competitions and free play equipment
- School gym available for use during lunch breaks at least 3 times per week
- A range of active areas around the playground including the oval, cola and quad

Year 8 students have completed their physical activity planners during PDHPE lessons this term. Short and long term goals have been created to help our Year 8 students to strive for their personalised goals and in the process hopefully increase overall physical activity levels.

How are you aiming for 60 mins of physical activity daily?





## PDHPE FACULTY

### Year 7 – Tribal Wars

With the implementation of the new syllabus this year, the PDHPE faculty will be trialling new ways of engaging students in physical activity. Year 7 have just completed a new unit called Tribal Wars. The inspiration for this unit came from the reality TV series 'Survivor'. Students formed teams, decided on a team name, team colour and team handshake. Each week teams were involved in a variety of active challenges and games where team points were up for grabs. It has been fantastic to see the benefits of this team based approach including the developing of many interpersonal skills including cooperation, initiative, leadership and communication. The upcoming Year 7 assessment task based on the lessons of the Tribal Wars unit will be due Week 2 of next term. It will be interesting to see how students reflect on the strengths and skills they brought to their team and how well they believed their group worked as one.

### Object Move





Tania McLaren - Head Teacher (Relieving)

From this...



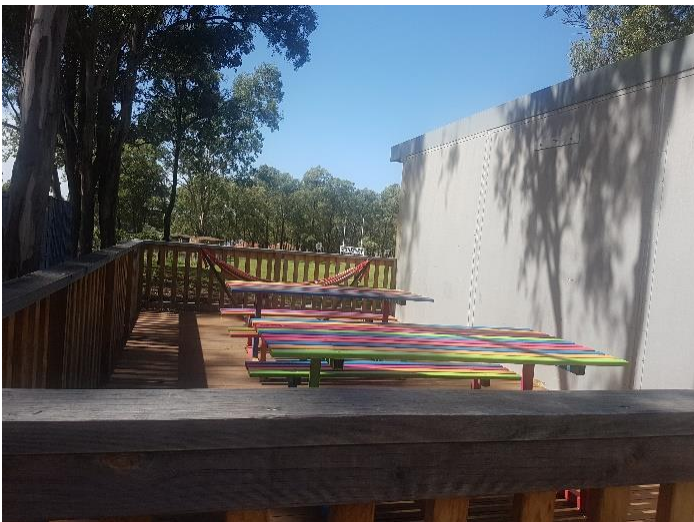
Term 3, 2018



In Term 3, 2018 the students and staff of the support faculty decided we wanted to revamp this underutilised outdoor space. **Stage 1** of the revamp is almost completed. This outdoor meeting, teaching and learning space is now starting to be utilised.

This would not have been achieved without the support and efforts of Mr Newman, Mr Walker, Mrs Knipe and all of the students from Mambo, Woko and Yengo who chose to do woodwork as their elective for Semester 2, 2018 and Semester 1, 2019.

To this!... Term 1, 2019.





Mount View's soft plastics, Term 1 2019

SUPPORT FACULTY

STUDENTS



**SAVING THE WORLD**

*one plastic bag at a time*

*Since Mrs Keneally introduced soft plastics recycling as part of whole school recycling for her War on Waste program in 2017, Mount View High School Support Faculty students have noticed an increase in the amount of soft plastic being recognised and recycled around the school, which is great!*

*Although supermarkets have now stopped providing free plastic bags, many items are still sold in plastic packaging which needs to be collected and recycled separately. WOKO and MAMBO class students have replaced soft plastics bins in staffrooms around the school where requested and we hope to see a continued increase in people identifying and correctly recycling their soft plastic waste.*

*Students would like to remind everyone:*

- *Soft plastics = can be squashed into a ball in your hand*
- *Milk cartons and water bottles = general recycling (not soft plastics)*

*And to say THANK YOU for helping us save the world by recycling your soft plastics!*



- Shell Munden, WOKO Class Teacher



Zac Swinton with our soft plastics



Rebecca Rounsley – Futures Adviser

**YEAR 10 SYDNEY CAREERS CAMP - 29th - 31st May 2019**

By now all students should have paid their deposit and the balance is to be paid in full by the end of Term 1.

Permission notes and medical forms should also be returned. If you have not returned your notes please do so ASAP.

In the next week or two a second information note will be sent home with further details on the camp. This will include clothing items so that students can think about what they would like to wear with plenty of time to get organised prior to camp.

Students were emailed a survey to complete to help with menus, visits and evening activities.



With early entry at The University of New England you:

- Apply directly to UNE:  
<https://earlyentry.une.edu.au>
- No application fee
- Offers out early November
- ATAR is not required
- No UAC application

**Get into uni  
ahead of  
the pack**

For a list of courses available for early entry follow this link:

<https://www.une.edu.au/study/study-on-campus/get-early-entry/courses>

**Applications close Friday 27<sup>th</sup> September 2019**

From 2019 students interested in studying Medicine, Dentistry and some other Clinical Science courses at a member university of the UMAT Consortium will sit the UCAT (University Clinical Aptitude Test) as part of their admissions process.

UCAT replaced the UMAT (Undergraduate Medical and Health Sciences Admission Test) from 2019 for university entry in 2020.

UCAT is an admissions test used by the UCAT ANZ Consortium of universities in Australia and New Zealand for their medical, dental and clinical science degree programmes.



The test helps universities to select applicants with the most appropriate mental abilities, attitudes and professional behaviours required for new doctors and dentists to be successful in their clinical careers. It is used in collaboration with other admissions processes such as interviews and academic qualifications.

For more information and resources please follow this link: [www.nie.edu.au](http://www.nie.edu.au)



Every year Defence run several courses and work experience activities. To discover what defence has on offer in 2019 please follow the link below:

<https://defencecareers.nga.net.au/cp/index.cfm?event=jobs.listJobs&audiencecode=defenceworkexp>

Defence also run the following live camps and details can be found on the link above. When you open a specific activity, ensure you go over the Information pack; it will give you clear direction on how to apply, location, travel, and accommodation.

1. Exercise First Look - Army Officer – Applications closing soon, so get them in ASAP (National Camp – Defence Funded) Highly Recommended
  - ARMY
  - Duntroon, ACT
  - 6 - 10 May 2019
2. Exercise First Look - Army Soldier - – Applications closing soon, so get them in ASAP(National Camp – Defence Funded) Highly Recommended
  - Army
  - Bandiana, VIC
  - 06-10 May 2019
3. Air Force Indigenous Youth Program (Local camp – own means to location) Highly Recommended
  - Air Force
  - Williamtown, NSW
  - 20 – 22 August 2019



HSC students and university students currently enrolled in teacher education studies\* - get paid while you study to become a [primary](#) or [secondary teacher](#) in a [rural or remote NSW public school!](#)

The NSW Department of education is offering scholarships to school students with a guaranteed permanent job, financial assistance throughout the course of study and 6,000 appointment allowance and \$7,500 per year of full time study. Head to this website to find out more:

<https://www.teach.nsw.edu.au/getpaidtostudy/teach-rural-scholarships>



**TERM 2, 2019**

Wednesday, 1 May 2019

**a.m – Personalised 2019 HSC written examination timetable released (via Students Online and Schools Online).**

**p.m – 2019 HSC written examination timetable released.**

## What you will need to apply for university through UAC



**Your NESA number:** See Ms Rounsley or Mrs Ambrum if you need your number.

You can text Mon - Fri to ask for your NESA number on **0436 699 972**.

**UAC PIN:** Your pin will be emailed to the email address you have registered with NESA. You can check your email address by logging into your *students online* account or see Ms Rounsley or Mrs Ambrum.

**Pins will arrive SOON!**

**Credit Card:** Application will only be finalised once the \$70.00 fee is paid

**5 Course Preferences:** Research the UAC guide or use Job Jump to find 5 courses you want to apply for. Knowing the course code is useful.

Remember it is not an ATAR ranking list. You should list courses according to what you want to study. Also remember if you are going to list NEW STEP, make it your last preference!

Apply online: [www.uac.edu.au](http://www.uac.edu.au)

Applications Open: Wednesday 3<sup>rd</sup> April

Closing date for  
December Round Offers: Midnight Monday 30<sup>th</sup> September

Cost: \$70.00

Late applications incur a late fee. Applications made after Friday 28<sup>th</sup> September will be charged at \$200.00

HSC Release Date: Tuesday 17<sup>th</sup> December  
 ATAR Release date: Wednesday 18<sup>th</sup> December  
 December offers: Monday 23<sup>rd</sup> December



Once you have completed your online application, download the MyUAC app from the app store or google play.

You can use the app to check and change preferences and update personal details.

### **Additional UAC Information**

**Schools Recommendation Scheme (SRS)** - Apply online through UAC after you have completed your initial application. The SRS scheme is one way institutions make early offers using criteria other than, or in addition to the ATAR.

Not all universities participate in the SRS scheme and not all courses from the 13 participating university are eligible for SRS offers.

Under the SRS scheme students can receive an “unconditional offer” meaning they have gained entry or a “conditional offer” meaning entry will be determined by the ATAR or the submission of supporting evidence.

SRS Applications open: Wednesday 3<sup>rd</sup> April  
SRS Applications Close: Monday 30<sup>th</sup> September

Cost: Nil

For more information go to [www.uac.edu.au](http://www.uac.edu.au) click on current applications, than Schools Recommendation Scheme.

**EDUCATIONAL ACCESS SCHEME (EAS)**- is a special consideration scheme for students who have suffered some form of disadvantage which affected their schooling through Year 11 and Year 12.

Summary of scheme;

- Disadvantage lasting 6 months or longer and beyond the students control
- 8 broad categories, 25 different disadvantage codes
- Additional information may be required and must be in by 23<sup>rd</sup> November
- Eligibility letters will be rolled out from November

**Apply online at UAC after you have completed your initial UAC application.**

**EQUITY SCHOLARSHIPS** are designed to assist financially disadvantaged students with the general costs associated with going to university.

Most institutions award to applicants who are receiving Centerlink payments and/or who can demonstrate additional types of disadvantage.

This is a secondary application to the main UAC application and supporting documents will need to be uploaded to your equity application via the UAC website.

### **APPLYING FOR UNIVERSITY VIDEO RESOURCE**




We have an exciting new video resource; [Applying through UAC - helpful tips from the University of Newcastle](#), explaining how to apply for University through UAC.

# UAC KEY DATES

## APPLICATION DATES

- Wednesday 3 April**  
Applications Open
- Monday 30 September**  
Early Bird Applications close
- Friday 7 February**  
Applications close for Semester 1, 2020

## CONNECT WITH US


[uac.edu.au](http://uac.edu.au)



  
[ce@uac.edu.au](mailto:ce@uac.edu.au)

## 2019 YEAR 12 RESULTS AND ATAR DATES

**Tuesday 17 December** NSW HSC results released by NESA  
**TBC** ATAR released by UAC

## 2019-2020 OFFER ROUNDS

<b>Change of Preference</b> November Round 1	<b>Sunday 10 November</b> Thursday 14 November
<b>Change of Preference</b> November Round 2	<b>Sunday 24 November</b> Thursday 28 November
<b>Change of Preference</b> December Round 1	<b>Sunday 8 December</b> Thursday 12 December
<b>Change of Preference</b> December Round 2	<b>Thursday 19 December</b> Monday 23 December
<b>Change of Preference</b> January Round 1	<b>Sunday 5 January</b> Friday 10 January
<b>Change of Preference</b> January Round 2	<b>Monday 20 January</b> Thursday 23 January





## Scholarships Supplement

### Five Simple Steps to Apply for a Scholarship

With research to do, forms to fill out and deadlines to meet, there's no doubt that applying for a [scholarship](#) can be tricky. If you're in the midst of scholarship applications or need some pointers to help you get started, working your way through our five-step checklist of scholarship tips will put your mind ease.

<https://www.gooduniversitiesguide.com.au/education-blogs/tertiary-study/five-steps-to-apply-for-a-scholarship>

#### ACU

[http://www.acu.edu.au/study\\_at\\_acu/fees\\_and\\_scholarships/scholarships\\_and\\_financial\\_support/scholarships\\_browser](http://www.acu.edu.au/study_at_acu/fees_and_scholarships/scholarships_and_financial_support/scholarships_browser)

#### ANU

<http://www.anu.edu.au/students/scholarships>

#### CSU

<http://futurestudents.csu.edu.au/help-with-costs/scholarships/csu-scholarships-and-grants>

#### Macquarie University

<https://www.mq.edu.au/study/why-study-here/scholarships/domestic-scholarships-and-grants>

#### Southern Cross University

<https://www.scu.edu.au/scholarships/index.php/9>

#### University of Canberra

<http://www.canberra.edu.au/future-students/scholarships-and-financial-support>

#### University of New England

<http://www.une.edu.au/scholarships/school-leaver>

#### University of NSW

[http://www.scholarships.unsw.edu.au/scholarships/search?for=HIGH\\_SCHOOL\\_LEAVERS&show=all](http://www.scholarships.unsw.edu.au/scholarships/search?for=HIGH_SCHOOL_LEAVERS&show=all)

#### University of Newcastle

[https://www.newcastle.edu.au/scholarships#filter=level\\_undergraduate\\_first](https://www.newcastle.edu.au/scholarships#filter=level_undergraduate_first)

#### University of Notre Dame

<https://www.notredame.edu.au/current-students/opportunities/scholarships/sydney>

#### University of Sydney

<http://sydney.edu.au/scholarships/undergraduate/year12/index.shtml>

#### University of Technology

<https://www.uts.edu.au/future-students/scholarships>

#### University of Wollongong

<https://scholarships.uow.edu.au/scholarships/search>

#### Western Sydney University

[https://www.westernsydney.edu.au/informationabout/scholarships\\_home/find\\_a\\_scholarship](https://www.westernsydney.edu.au/informationabout/scholarships_home/find_a_scholarship)

## STUDENT LEADERSHIP



**Brian Means - Co-Ordinator**

### **Student Leaders attend TEDxYouth @Sydney2019**

Three Year 10 student leaders were fortunate to attend the prestigious TEDxYouth talks in Sydney on Thursday April 4 (Due to the popularity of the event Mount View High School were only allocated 3 spots for students). The event was held at the impressive Seymour Centre, part of The University of Sydney Campus and featured 11 young presenters and 5 artistic performers aged between 15 and 30 years of age.

Although every presenter was engaging and informative in their own right, when pushed for their favourite presenter from the day the students identified the following:

**Angelina Arora**, a Year 12 student who committed herself to finding a better solution to single-use plastics. Her product is created from discarded crustacean shells. She found that her creation decomposed 1.5 million times faster than conventional plastics, breaking down completely within 33 days on average. She is currently in the process of securing a Patent for the product. She now continues to develop this plastic for medical applications and investigate the use of algae to remediate oil spills. All of this at just 16 years old.



*Lilly Stace, Olivia Bailey and Chelsea Webb*

**James J Robinson**, a photographer and filmmaker from Melbourne based in New York. Now at 23, he has gone to shoot for major clients such as The New York Times and Vogue Australia, as well as working with celebrity figures including Kylie Jenner and Rihanna.

Despite commercial success, Robinson aims to keep his work grounded in celebrating the lives of everyday people – choosing to use his work as a conduit for social change and identity politics.

James spoke of his struggles with his sexuality and cultural identity and his desire to be non conformist to social norms.

**Moreblessing Maturure**, the Founder and Creative Director of FOLK Magazine, is a Zimbabwean/Australian interdisciplinary artist. Moreblessing discussed her advocacy and consultancy work seeking to improve the state and nature of representation in Australia's media and entertainment industries.

Another speaker who has been blind from birth, **Connor McLeod**, discussed in depth his campaign for the Reserve Bank of Australia to print tactile banknotes. Connor's idea arose when he was 12 years of age after he was given money for Christmas, but could not tell the amount in his hand.

He refused to take no for an answer, even going to Canberra with his mum to deliver his petition to the government. It worked, and in September 2016 the first tactile \$5 note was launched. With a steely resolve, the power of an online army behind him, and a willingness to share his story to help others, Connor has improved the day-to-day lives of 357,000 Australians living with vision impairments and inspired all of the attendees at the TED Talk.

Other speakers of note were, **Jonathan Irawan** who spoke of his involvement in the development of 3D printed accommodation for the planned Mars landing in 2034.

## STUDENT LEADERSHIP

Somewhat as an aside from the main event, but one that turned out to be extremely meaningful and spontaneous was an invitation for attendees to do a 30 second “faster ideas” presentation to the audience. Of the seven speeches, two made a huge impact. One on the importance of raising boys to be men and positive role modelling and one that stole the show big time. A student from Punchbowl High School whose value of message in song, proceeded to sing a song he wrote on the recent Christchurch massacre.

Key take home messages that resonated with the students throughout the day included;  
Instead of having hope ..... Create Hope  
Students were encouraged to question, challenge, care, embrace and utilise their individuality.

Teacher editorial – Students of Mount View High School continue to amaze me. During a lunch time chat between myself and the students the subject of the issues Millennials face due to expectations from internet exposure arose. It was then a surprise when this was a topic of one of the presenters in the afternoon session and the conversation between the students was at a level and quality that would not have been out of place as presenters in their own right. Maybe food for thought at future events.



## MOUNT VIEW LEO CLUB - Leading for Life



**Karen Blandon – Leo Supervisor/Teacher**

It has been a busy start to the year for our Mount View Leo Club. Leo Clubs are a sponsored affiliation of Lions Club International and they encourage young men and women to serve others in their community and around the world.



Leo stands for :

LEADERSHIP - as members acquire skills as project organisers and motivators of their peers

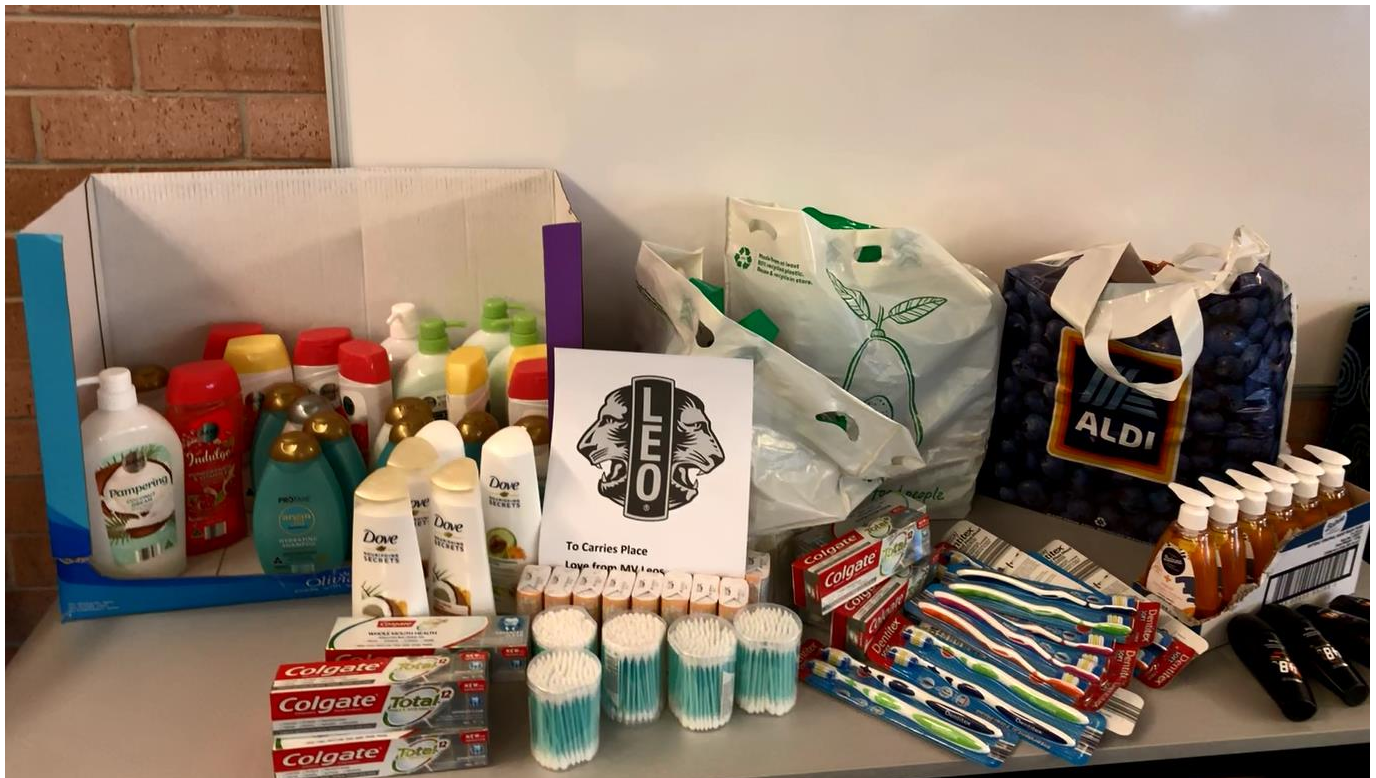
EXPERIENCE - as they discover how team work and co-operation can bring about change in their community and the world

OPPORTUNITY - as they develop positive character traits and receive recognition for their contributions

Mount View Leo Club is a school based Leo Club in District 201N3 and is sponsored by Cessnock Lions Club. We have our former principal and deputy principal Ian Anderson and Peter Conroy as our Cessnock Lions Supervisors, Christine Bell and Karen Blandon as the Teacher Supervisors. We have 53 active members from Year 7 all the way to ex Mount View students attending university.

This year we have already :

\* donated \$250 of needed articles for Carries Place



## MOUNT VIEW LEO CLUB - Leading for Life

\* helped cooked food for the Hunter Hands of Hope (feeding our local homeless community members) every second Wednesday of the month



*Grace Wells & Mrs Knipe*



*Olivia Bailey, Chloe Hunt, Brendan Green-Hill  
and Connor Green-Hill*



*Mrs Ostle & Olivia Bailey*



*Ebony Kemp & Jordan Flint*

## MOUNT VIEW LEO CLUB - Leading for Life

\* and we donated over \$150 of five cents to help with the Newcastle Lions Clubs to attempt a World Record of having the Longest Coin Trail.

Members of our Leo club went on Saturday 16th March 2019 to Newcastle entertainment and spent several hours placing over four million five cent pieces in a long trail. It wasn't a World record but over \$27 000 was raised for Kids with Cancer and the trail was over 10 kilometres long. Another attempt will be made next year....so please start collecting as many five cent coins as possible.



*Yousef Jonker, Connor Green-Hill, Miss Bell, Brendan Green-Hill, Cadence Enright*



*Cadence Enright*



*Connor Green-Hill, Brendan Green-Hill, Cadence Enright,  
Jordan Flint*



*Jordan Flint, Connor Green-Hill, Brendan Green-Hill  
& Cadence Enright*

If your child is interested in joining the Mount View Leo Club, they can come and see Mrs Blandon in the Mathematics Faculty or come along to the fortnightly Tuesday meetings in C103.

# HOUSE LEADERBOARD

**GATHER & ASSEMBLE**

*Belong & IGNITE*

**BE QUICK, BE ACTIVE**



**GROUND & DYNAMIC**

Students gain house points for a range of activities including sporting success, participation, attendance and involvement in extra-curricular activities.



*Peace & POWER*



**STRIVE & UNITE**



**SHINE BRIGHT**



**TRUTH & HONOUR**