



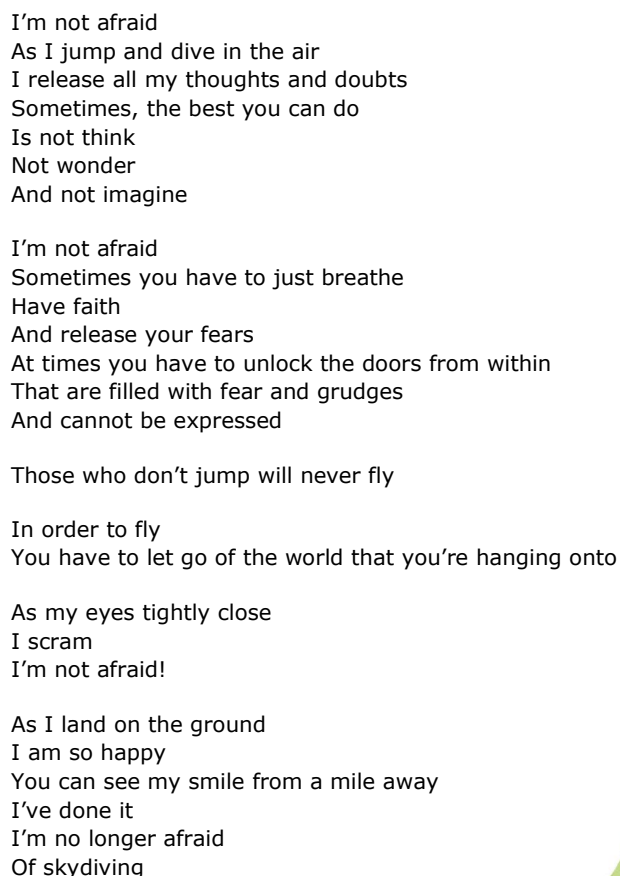
**Auburn Girls**  
HIGH SCHOOL

## Learn Lead Succeed

ISSUE 2 • JULY 2020

This beautiful poem written by Asra in Year 10 says so much about the wonderful students in our school. Together during these unprecedented times we have pulled together - students, staff and families - to ensure we are still striving for our girls to 'Learn Lead Succeed'.

***We wish to thank our families for your support in Term 2!***



I'm not afraid  
As I jump and dive in the air  
I release all my thoughts and doubts  
Sometimes, the best you can do  
Is not think  
Not wonder  
And not imagine

I'm not afraid  
Sometimes you have to just breathe  
Have faith  
And release your fears  
At times you have to unlock the doors from within  
That are filled with fear and grudges  
And cannot be expressed

Those who don't jump will never fly

In order to fly  
You have to let go of the world that you're hanging onto

As my eyes tightly close  
I scam  
I'm not afraid!

As I land on the ground  
I am so happy  
You can see my smile from a mile away  
I've done it  
I'm no longer afraid  
Of skydiving

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### CHECK OUT OUR WEBSITE!

<https://auburng-h.schools.nsw.gov.au/>



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# Principal's Report

Dear Parents and Students,

In these interesting and uncertain times we are facing, how wonderful it is to have our girls return to full-time face to-face learning back at school. I have heard many teachers comment and I have thought the same things myself that what a relief it is to hear the girls' laughter and voices. Our school is a vibrant and happy place once again! I think the time out students and teachers experienced from each other during Covid allowed for reflection time. The girls realised they missed and valued their teachers and school and we certainly felt that our school lacks heart and life without students.

I would like to thank the students, staff and parents for their support, incredible resilience and flexibility during online learning. Without this teamwork and collaboration on-line learning would have been far more stressful. Most of our students were able to successfully adapt to online learning from home and were able to communicate with their teachers electronically. I want to thank our students for their patience and adaptability and our parents/carers for their support and working with the school to navigate through this difficult period together. Our teachers did an amazing job delivering online learning whilst at the same time learning themselves how to use new electronic learning and communication platforms.

Since the return to face to face teaching our teachers have faced a challenging task of ensuring each student has the support she needs to be up to date with her learning. I'd particularly like to thank our Deputy Principals, Ms Diamond, Mr Marland and Ms Minogue for their tireless work in supporting our girls to settle back into our school's routine and to focus on their learning.

As I reflect on the Covid teaching and learning experience I firmly believe that education has been transformed and what we have learnt and experienced has enhanced teaching and learning at a pace we could have never imagined. Not only has the world changed forever but so has education. Our challenge now as educators is to embrace the positive pedagogical practices, new knowledge and skills we have developed to enrich our teaching, learning and leadership.

***Just before Term 1 turned upside down we got the chance to compete in the Soccer Gala Day at Merrylands High.***

***So proud of our girls and their efforts.***



During this time we have learned that we are social beings and we need the human connection to thrive. Additionally while technology can never replace face to face teaching with the positive interaction and connections students need with their teachers and peers we have learned that it can be a highly valuable learning tool. Our teachers have been able to continue their Professional Learning in Zoom/Teams/Adobe Connect meetings and online courses.

***Our music students (and staff) are so talented. And we bet anything that song will be stuck in their head all day now #babyshark #music***



On a different note, there has recently been much information in the media about the NSW Curriculum Review. We do not yet know the specific details, as of the publication date of this newsletter, however I have attached the information provided by NESA at the back of this newsletter for you to read. (Page 24 & 25)

Our Senior Parent Teacher Night has been postponed to the start of Term 3 and will be for this year only, combined with the Junior Parent Teacher Night. Restrictions easing, we will notify parents when this will take place or if restrictions do not ease by early Term 3 what alternative formats we can offer to parents to speak to their daughters' teachers about their progress.

Like all schools, with the restrictions, our school calendar is looking rather bare as we have had to postpone or cancel many events which we normally look forward to and enjoy. Multicultural Day will take place early next term and will be for students and staff only. Unfortunately we will not be able to invite our parents or any guests. It was meant to be a full extravaganza and was planned and organised to take place during the Covid shut down but all that had to be cancelled. Rather than disappoint the girls we have decided to have a scaled down, school only version.

I now look forward to settling back into our school routine and hopefully gradually start to deliver more of what our school usually offers from next term. I look forward to having more of the current restrictions currently in place lifted soon, so we can begin to plan and schedule the range of events that we usually look forward to at Auburn Girls.

I hope that all of our school community is faring well and that you all enjoy a wonderful break during the school holidays.

***Anna Tsoutsas***  
***Principal***

*Important!*

**YEAR 12 TRIAL EXAMS**

Tuesday 17 August | Thursday 2 September



# Deputy Principal's Report – Years 7 and 8

We have had such a challenging time this term and I would like to congratulate all our students for managing their learning with such diligence and effort over the last three months. Beginning with Remote Learning, we witnessed our students taking great responsibility for their learning, completing tasks online, managing their work load and interacting with their teachers in an online environment. During Phase One we were so excited to see students return one day per week to make contact with the school and complete school work with the guidance of teachers. Now, with all students attending school full time, the school is full of energy.

I would like to thank the parents of our Year 7 and 8 students for working alongside their teachers during this difficult time. We understand that it is not ideal to have students learning at home and the situation often presents unforeseen challenges. With your patience and support, our students have thrived under these challenges and we look forward to seeing the benefits of improved organisation and independence in our classrooms.

As we edge towards the end of Semester 1, we will be celebrating student achievement at our Rose Gold Award Ceremony. Students will be acknowledged for their academic achievements as well as consistent diligence in all aspects of school life. Information about the recipients of these awards will be published in the next newsletter.

***Ms Jennifer Minogue***  
***Deputy Principal, Years 7 & 8***



## **Year 7**

Students learning about  
Engineering in TAS



# Deputy Principal's Report – Years 9 and 10

Term 2 was an unprecedented term for education and student learning not only at AGHS but in all of NSW and across Australia.

As I did at the end of Term 1, I would like to thank all staff, students, parents and members of the school community for their understanding and support for our school.

A big thank you to all of the parents who assisted and supported their children in completing the online learning tasks and who supported their children in the full return to school in week 5.

As you are aware, in 2020 we have partnered with Unleashing Personal Potential (UPP) a Positive Education company who are assisting us to deliver our Positive Education Program.

The following paragraphs (right) are from a recent email sent to me by the company's director Luke McKenna. It is all very relevant to the experiences and the undertakings the staff and students at AGHS have gone through in the last term.

**Mr Craig Marland**  
**Deputy Principal, Years 9 & 10**

## **Term 2 Merits**

### **Year 10**

Fatima Sohrabi - White merit badge

### **Year 9**

Shaymah Zraika White merit badge

## **Unleashing Personal Potential (UPP)**

Recently, teachers have become webpage builders, video producers (and movie stars!) and facilitators of online learning. As you learn, stretch, challenge, make mistakes, take feedback, and carry on, you are each being examples of growth mindsets in action for our students to emulate. It's what we ask of our learners every day, so it's great for them to see us doing it too. Adapting, changing and continuing learning as a lifelong process continues to develop new neural pathways in the brain and strengthen existing neural pathways. Maybe some of you will consider sharing some of the professional challenges and learning with your own students when they do return to your classrooms, and urging your colleagues to do the same? Letting your students know that you are still learning will go a long way.

I'd like to borrow a blog written by Tim Elmore, that I thought you (and your communities) might find helpful. Here is the article:

Astronaut Scott Kelly is a veteran of four space flights and was the pilot for the space shuttle Discovery in December 1999. This experienced astronaut recently spoke about how to handle long periods of time in isolation. As in social isolation. Sound relevant?

Here are some wise and practical tips he offers us from his time isolated in space:

### **1. Regulate your expectations.**

Life will be different. Adjust your expectations for normal. So much of our frustration in life stems from the distance between expectations and reality. During our time of social isolation, we've got to adapt what we expect from life and manage our emotions. Get psyched for time alone. Prepare for more time to read or listen to podcasts or watch documentaries.

### **2. Schedule everything.**

Schedule your meals. Your exercise. Your prep time for a virtual meeting, etc. When we plan for various activities, we'll better practice regulating our expectations. When we fail to schedule, we waste lots of time, and we end up simply reacting to all kinds of distractions that pop up throughout the day. Isolation becomes manageable when we see a day full of meaningful projects we can check off our list.

### **3. Go outside for a while every day.**

Even though astronaut Scott Kelly couldn't step outside his space shuttle or station, he discovered the importance of getting outside of his routine and the location where he spent the majority of his day. Scott suggests it will accomplish a lot for us if we plan a break time to walk around outside and enjoy some fresh air. It will add value to our brains and our bodies.

### **4. Journal daily.**

What are you thinking? What are you feeling? Scott said one of the most helpful tasks he did while in space keep a journal, where he doodled what was happening both in his thoughts and feelings and outside of the shuttle. You'll look back one day. If this sounds intimidating, tell yourself you're going to jot, not journal, and watch how your writing expands when you let yourself put thoughts into words.

### **5. Recognise the differences in personalities of the people with whom you're isolated.**

Much of the time, conflict arises when we are cooped up with a group of people (even family) for long hours. Scott said it helped him to remember the different personality types he was with in the shuttle or space station. They'll likely communicate differently, expect different outcomes, and handle stress differently.

### **6. Communicate consistently.**

People tend to be down on what they're not up on. In times of stress or isolation, we must over-communicate with others, even the items we assume everyone knows. This keeps negative or inaccurate narratives from seizing control of our thoughts.

If these tips worked for Scott while he was in space, they may just help us in the space between our ears.

# Deputy Principal's Report - Years 11 and 12

As we approach the end of the first semester of 2020, I reflect on what an unusual but yet productive semester the senior students have had.

Year 12 students have continued to shine as excellent role models for the younger years. While the girls are looking to a well-earned break unfortunately the winter holidays is also a time that Year 12 students need to use wisely and efficiently. Completing summaries of their notes for all subjects as well as doing past papers so that they are ready for their Trial HSC Examinations starting week 5 Term 3.

Year 12 also have the opportunity to attend holiday workshops in the first 6 days of the holidays for many of their subjects run by their fabulous teachers at school.

As well we have enrolled all our Year 12 students into Edrolo. This is an online resource designed to provide students with engaging, informative and comprehensive presentations to help them understand and learn all they need to know for their exams.

But ultimately Year 12 students need time to have a break, sleep in, watch their favourite shows and recharge.

It is hard to believe that Year 11 are two thirds through their preliminary course and I collectively congratulate Year 11 for their conduct and diligence during this period of time.

On the last Tuesday of this term Year 11 also had their formal assembly. Many students were recognised for their excellent effort in Semester 1.

A big congratulations to Tanzeela Idris Year 11 for her beautifully constructed speech for a Zonta scholarship. Unfortunately with Covid-19 her speech had to be done via Zoom instead of a live audience but Tanzeela rose to the occasion and was a fabulous ambassador for Auburn Girls High.

## STUDENT OF THE MONTH

### April 2020

**Hiba Affan** is a diligent student who has achieved exemplary results across all subjects this semester.

She has shown an unwavering interest in developing her knowledge and skills through her consistent application in class and during remote learning. Hiba often attempts the most challenging questions and produces work of high standard.

Hiba is to be commended for her punctuality, 100 percent attendance and positive behavior. She is a true role model for students at Auburn Girls High School and is to be congratulated on receiving student of the month for April.

### May 2020

**Sarah Kamareddine** has been selected as our student of the month due to her ongoing commitment to her learning and for her consistent drive for success across all of her subjects. Sarah always works to the best of her ability and her teachers have all commented positively on her dedication to her studies.

The skill of linking knowledge across subject areas is one of Sarah's strengths. Sarah consistently completes work on time and often undertakes extension activities to enrich her learning. Being an avid reader means that Sarah enjoys researching around topics studied in class, proving herself as an independent learner.

Sarah also demonstrates her leadership skills by supporting her younger peers. In Drama, Sarah is keen to guide and support others, offering ideas and explanations. During the online learning period, Sarah sustained this personal commitment and organisation. She is a positive role model for her peers and consistently demonstrates maturity in all she does.

Also congratulations to the following **Year 11** students for gaining their black senior badge by showing the following attributes: of having an attendance rate of at least 85%; always punctual to school and class; wearing the school uniform with pride and demonstrating positive behaviour

Alaa Al Jubouri	Maysa Alameddine
Sarah Ali	Saumya Amin
Farahnaz Asad Ullah	Randa Assoum
Tugbanur Aydogdu	Barin Azimi
Assma Azizi	Khyle Banares
Khadeja Banu	Amanie Chahrouk
Sereen Chaouk	Aisha Chaudhry
Buchra El Haj Hussein	Fawzieh El Helou
Barria El-Fata	Nora El-Sayed Ahmad
Yasemin Elbeyli	Rodah Elemam
Zoukha Fatfat	Elody Gache
Gurleen Gurleen	Nargiz Hafezi
Nasrin Hage Obeid	Shaymah Hassan
Sahar Hassanzai	Leyla Karasu
Melissa Ho	Sumaya Hussein Garad
Yousra Ibrar	Tanzeela Idris
Masooma Jafari	Sarah Kamareddine
Dua Khan	Shaniyah Khan
Gulcan Kilinc	Yewon Kim
Rohama Malik	Rahat Mian
Renin Mohammed Hamdan	Basma Mosaid
Kainat Muhammad Sohail	Ayesha Mustafa-Kamal
Jessica Anh Phuong Nguyen	Layla Obeid
Paulinee Oo	Lutfiya Oomatia
Sewal Pehlivan	Tahmina Rahimy
Malak Saadeddine	Noor Saba
Mehraz Shaik	Kanchan Sharma
Jacintha Somantri	Umme Tazkia
Yasmine Trad	Aliza Wasim
Fatima Zeidan	Maha Zreika
Suha Zrieka	

I wish all a very peaceful and safe break. If you have any problems concerning your daughter's progress, please do not hesitate to contact me.

***Ms Belinda Diamond***  
***Deputy Principal, Years 11 & 12***

# School News

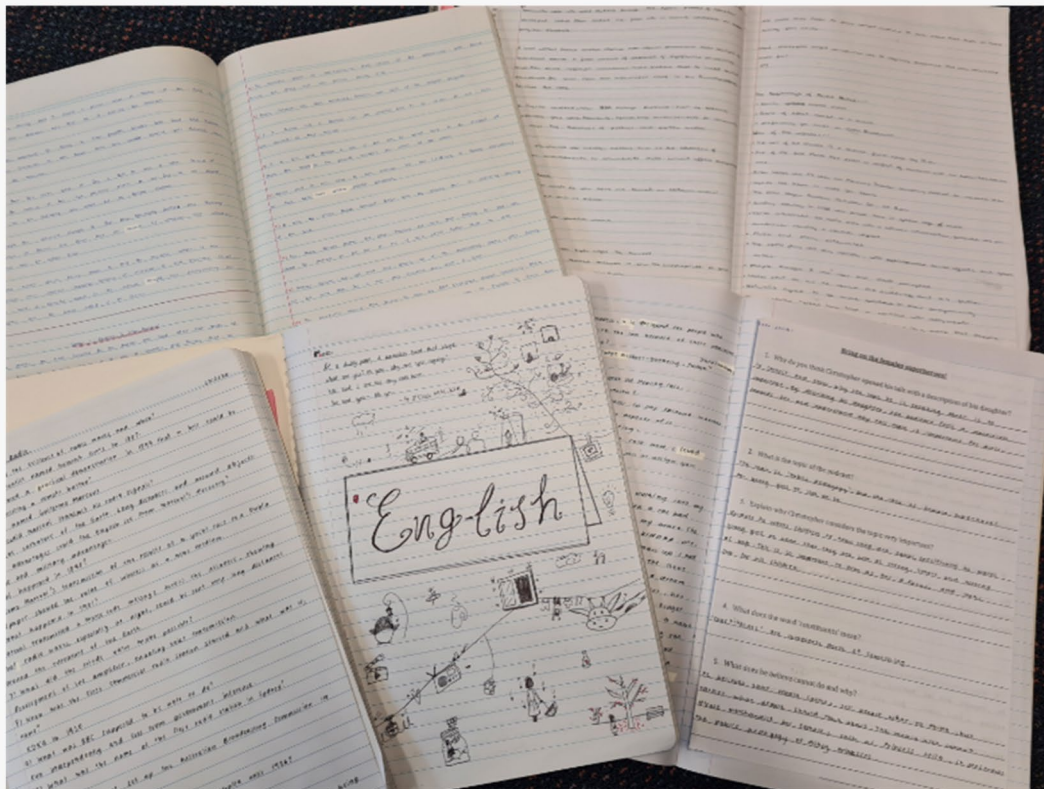
## Year 9 English

English books, excellent work and completing all tasks.

### Students:

Lucy Jiang  
Alice Chan  
Deborah Oo  
Warisha Durrani  
Annie Doan

**Ms Le Mesurier**  
**English**



## Year 11 Business Studies

Students have just finished our first prelim topic on the 'Nature of Business' and this task was a Business report by Melissa Ho.

**Ms Craig**  
**Relieving Head Teacher,**  
**Social Science**

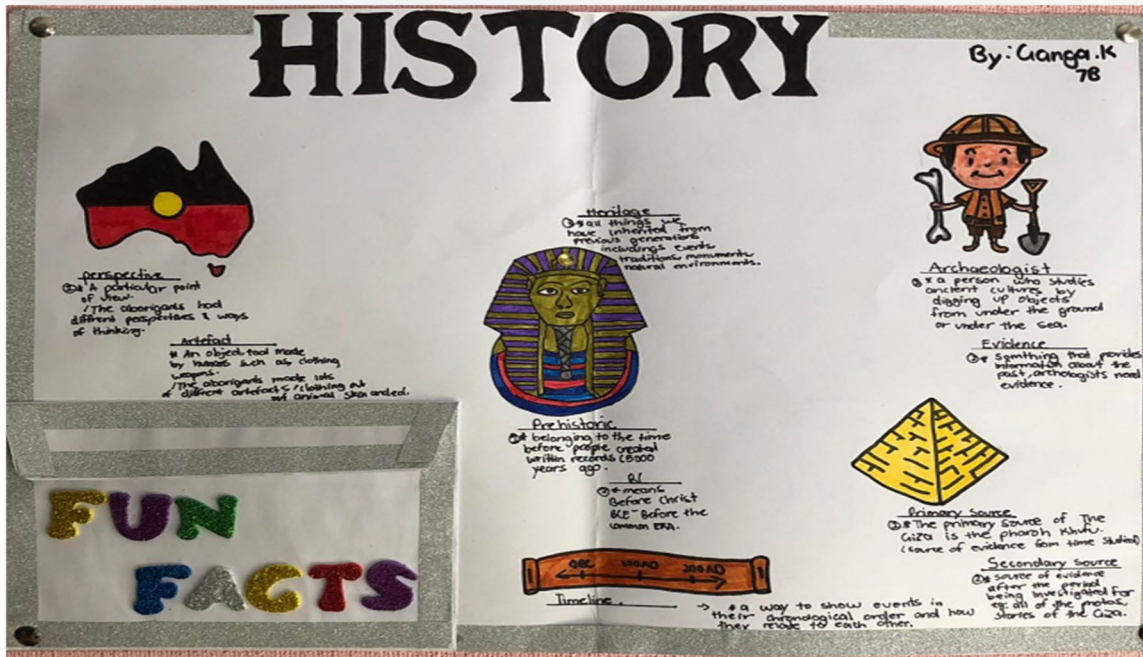
## BUSINESS REPORT

Written by Melissa Ho



# School News

**Ganga Kumar 7B** has designed beautiful and visually appealing posters for history



**Yr 10 Art** looked at a contemporary Australian watercolour artist, Gabby Malpas. They took a series of photographs in class of a set up still life. These photos were then referenced to create a composition to which they referred to a selected Malpas work. This could have been through the use of pattern or colour, or both. They then experimented with a variety of drawing techniques and using ink added detail to their watercolour works.

**Ms Pasternatsky**  
**Visual Arts**



## Year 11 Drama

Below is *Sarah Kamareddine's* Theatre Practitioner Research Task and Method Reflection. The detail in her research, the way she has understood and used the information from the resources I provided to understand how his methods support and influence performers is outstanding. Her reflection on the practical activities is insightful.

*Ms Young*  
*English/History*

### WHAT I FEEL?



◆ **Concentration (Exercise 2):**

**First observation-**

- Paw paw ointment
- Lighter with a bird.
- Lebanese lollipop
- Samsung adapter
- Shea butter cream
- Deck of cards

**Second observation-**

- A red paw paw ointment squeeze bottle.
- A black lighter with "Diamond" in italics and a colorful bird.
- A red wrapped lollipop with blue writing.
- A white Samsung charger with gray writing.
- A Shea butter hand cream that has light and dark shades of pink circles.
- A matte surface deck of cards.

◆ **Emotion memory (Exercise 1&2):**

I remember a nightmare that had me feeling pure fear, as I was laying down, I put my focus into remembering that nightmare, fear is a strong emotion I felt, as I memorized the dream I put my hand on my heart, it was beating rapidly, this is what I felt when I was in that nightmare, I was purely and utterly scared. By putting my hand on my heart I thought it was a random act of trying to calm my nerves after what happened in the dream.

When I experience fear, I try to find a way of escaping it, even in reality, the dream had features that are pretty creepy, what I experienced was me running, trying to run really fast, away from the thing chasing me, the pure fear felt so real I was sweating pretty bad, this was the scariest dream I've ever experienced in my whole life, no exaggeration, the feeling of being chased and not moving for sparks a strong feeling of death.

◆ **Harmony (Exercise 1):**

Once upon a time, I was a reckless 5-year-old that decided to be independent, we were at a park and I decided to ride my bike to the end of the park without anyone knowing I left. Upon my return, I found my grandma crying her heart out and my parents going hysterical, then I realized it was because of me, they thought I got kidnapped. I remember in that moment that I was riding my bike I felt confident, when I saw them I felt guilty but also scared. I was thinking how many chances someone would have to snatch up any kid in a time of vulnerability, from that day on I've informed my parents of my whereabouts even if it's down the road.

### WHY WOULD THESE TECHNIQUES BE EFFECTIVE FOR AN ACTOR PREPARING TO PLAY A CHARACTER? HOW WOULD THE TECHNIQUE HELP THEM AS A PERFORMER?

**Analysis-**

Analysis is important in the process of an actor preparing a character due to the sheer importance of analyzing the characters motives and actions. By doing this, the actor as well as the audience can adapt to the characters personality and follow the way their motive may change during the play. With the lines and mindset of the character memorized by the actor, they can develop the character and its traits in the play.

**Observation-**


Observation is relatively important as it guides the actor into using recent observations to use and embed in the characters actions. By observing a human's behavior and the way they react to certain situations, an actor finds it easier to create an aura around the character.

**Emotion memory-**

I find emotion memory the most important out of the few drama techniques as it requires a lot of focus and direction. This technique is effective on an actor as it makes the characters emotions more real and live; this causes the audience to connect to the character. The performer will master this technique with practice and focus in order to trigger the raw emotions on stage.

### PERSONAL REFLECTION

I personally liked this research task as it helped me understand the behind the scenes of an actor preparing a character from a play. All the techniques that are used by them made me want to experiment and practice them, especially emotion memory. Overall, I would love to research on more actors that had a lasting effect on the theatre industry, it piques my interest when I learn new techniques and exercises that could potentially increase and expand my knowledge as well as skills when I'm performing onstage.



IGHT IMMA HEAD OUT

## IMPORTANT DATES

### TERM 2

#### WEEK 10

**3 July 2020**

Last day of Term 2

### TERM 3

#### WEEK 1

**20 July 2020**

Staff Development Day

**21 July 2020**

First Day of Term 3 for Students

#### WEEK 2

**29 July 2020**

P & C Meeting (TBC)

#### WEEK 5

**17 August 2020**

Year 12 Trial Examinations begin

#### WEEK 6

**26 August 2020**

P & C Meeting (TBC)

#### WEEK 10

**23 September 2020**

Year 7 Vaccinations

**25 September 2020**

Last day of Term 3

### TERM 4

#### WEEK 1

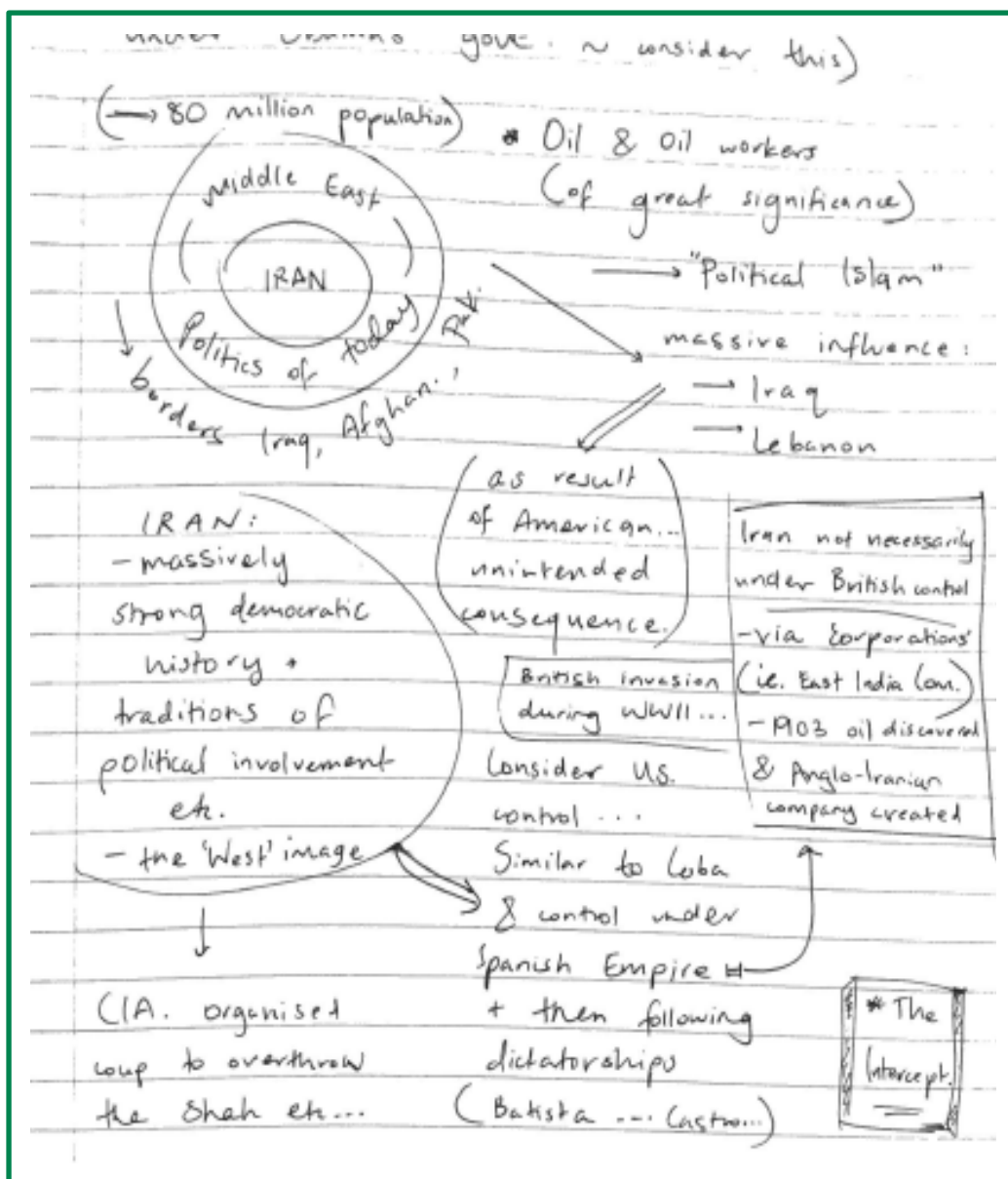
**12 October 2020**

All return to school

# English/History Faculty

The faculty wants to congratulate our students who persevered during the online learning phase at the end of term 1 and term 2. It was such a learning curve for all of us and it was wonderful to see so many students working hard at their independent learning tasks. We also want to acknowledge and thank all the families for their support during this challenging period.

**Mrs S Schweibert**  
*Relieving Head Teacher, English/History Faculty*



## Year 12 History

Students had the daunting tasks of tackling a new topic in online learning during the lockdown.

They rose to the challenge fantastically and produced some excellent work.

**Left** is a brainstorm from Aisheeya on contextualising Iran in world politics.

**Below** is a section from an essay from Rawan exploring the centrality of foreign policy to the downfall of the Shah in 1979

**Ms Nolan**  
*English/History*

*'Overtime, the constant intervention of the USA in Iran's affairs served to be the most significant downfall in the Shah's regime. Due to the conditions of the Iranian people as a whole during the shah's regime, a direct link was established between America's involvement and the conditions of many of the Iranian people (such as massive wealth disparities and the land reforms. As a result of the conditions and link to American imperialism, the shah's opposition were able to exploit the fury of the Iranian people in order to overthrow the shah's regime. Thus making America's control of Iran during the shah's regime a dominant reason for his downfall.'*

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# Support Faculty

Well done to all our students (and parents) in managing your online learning during this time and completed most of Google class activities.

As lockdown restrictions are slowly being lifted to varying degrees, we enter a time of transition and adjustment. The circumstances of this situation have significantly impacted us all. For some it has been an opportunity to reflect on what is important, whilst others have embraced the opportunity to learn new things.

Many of our students may be excited at the prospect of restrictions being lifted; others may feel mixed emotions. Reactions will differ depending on how well they cope with stress and change. Keeping a check on your girl's mental health and wellbeing as they adjust to new routines will be vitally important.

There is still a lot of uncertainty ahead of us, so focusing on the things we can control or enjoy doing or even value, can help establish predictability and familiarity for the whole family. I am asking the parents to provide our students with reassurance by acknowledging any concerns and fears they may have at this time. Consider this to be a normal reaction, however it may be best to focus more on their feelings and emotions and I am sure all the parents do that.

We have started the process of interviewing students and trying to guide and support them all in their future endeavors. Just a reminder to students to pick subjects that will help them towards their future goals and interests and not to pick subjects that their friends are choosing, as this will lead to students achieving the best possible results for themselves.





## Uniform

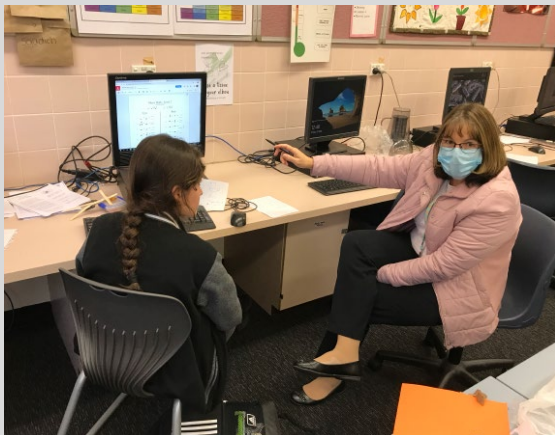
Students are reminded regularly of the uniform requirements and the procedures if they are out of uniform. Parents, on the whole, are supportive of our efforts. We take this opportunity to remind all students that the correct footwear for school is leather shoes. This is a Health and Safety Requirement. Students may be excluded from class if they do not wear correct shoes.

In addition, the wearing of hoodies is NOT allowed. We again ask students and parents to support our Uniform Policy.

Also, please ensure that you or your emergency contact is available to answer telephone calls from the school, and that one of you is able to collect your daughter if required.

Until next time, safe and happy holidays to all.

***Amany Saleh***  
***Head Teacher Support***



# Mathematics Faculty

This semester, we have worked under exceptional circumstances; we have been learning Mathematics in and out of the classroom. All our classes were online using Google Classroom and some of our students found independent learning to be challenging however they enjoyed some aspects of the freedom during this period. We are happy to be back at school assisting the learning all of our students.

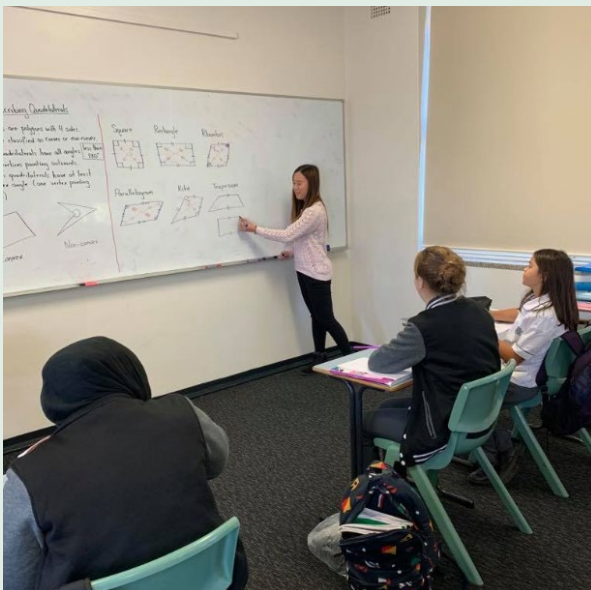
*Right:*

Ms Ghoneim's **Year 7** Mathematics students doing real life applications of percentages with food labels.

This was set as an online learning activity.



*Below:* Ms Nguyen reviewing properties of quadrilaterals with her **Year 7** class.



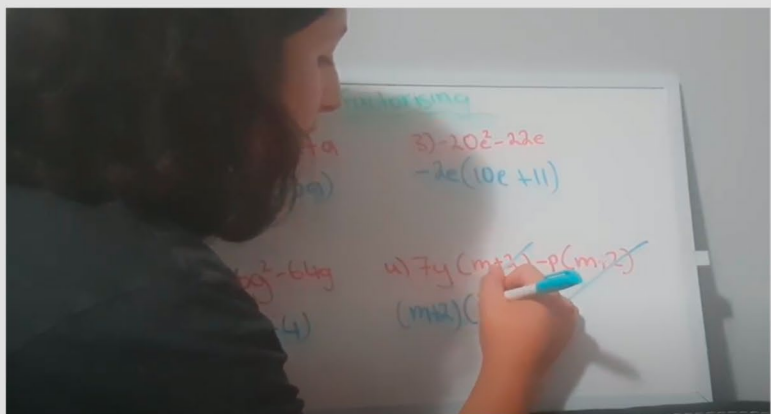
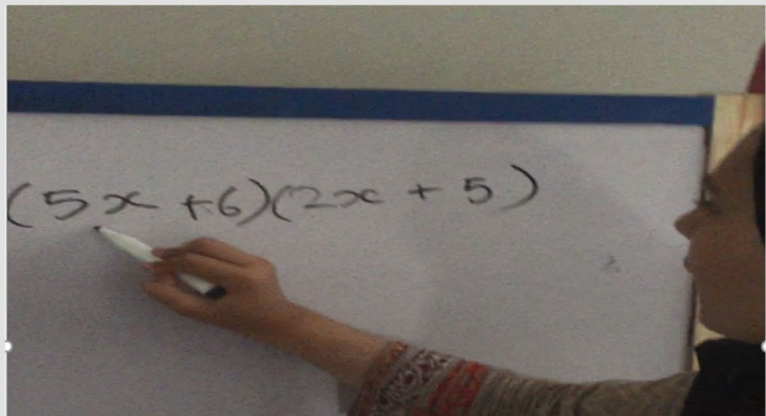
# Mathematics Faculty



## Year 9

Students have been studying surface area. Left is a practical lesson where they enjoyed making 3D models from nets to calculate total surface areas.

**Year 9** Stage 5.3 & 8MatX students completed an online assessment where they became the teachers. It was great to see roles reversed and students were able to experience and appreciate what their teachers are doing daily. (Right)



I wish all our students and parents a safe winter break. We encourage our students to stay positive and continue improving and succeeding in Mathematics.

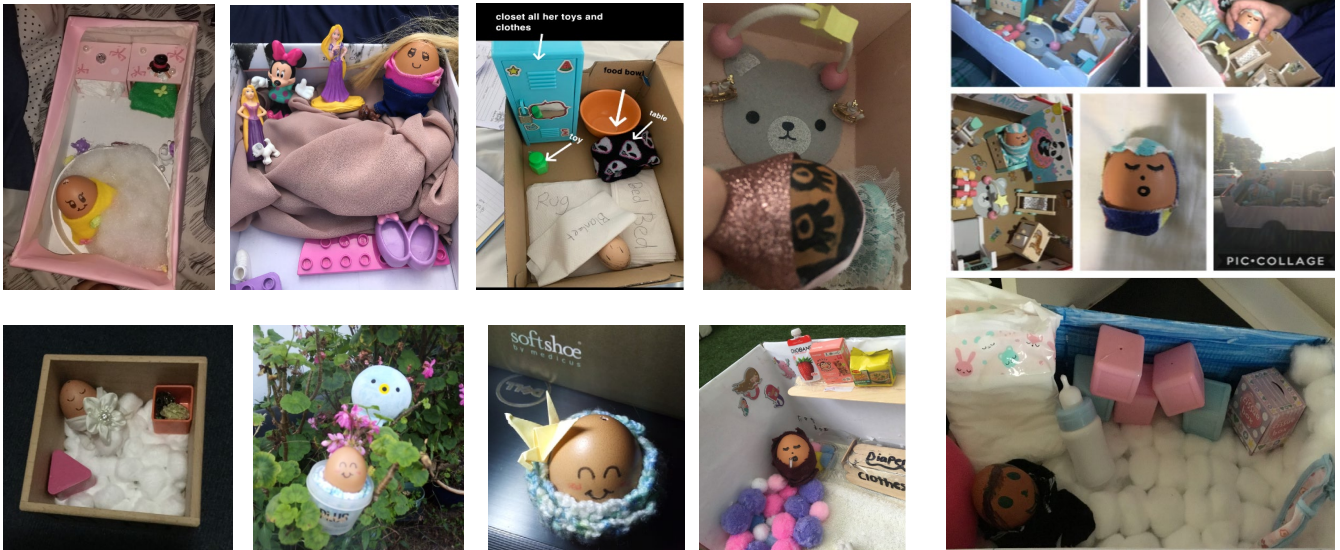
**Mrs. Fidanboy**  
*Head Teacher, Mathematics*

# PDHPE Faculty

## Year 9 Child Studies

During online learning at the conclusion of Term 1, the Year 9 Child Studies Class was learning the roles and responsibilities of becoming a new parent via their Egg Baby Assessment Task. Students were required to look after their Egg (Shell) Baby over a one week period and write a reflection on their experience including the physical, social and emotional impact of being a parent. For some keeping the Egg Baby safe from siblings was exhausting, whilst others enjoyed the experience.

**Ms Woods**  
PDHPE Teacher



## Year 8

Do I or Dont I? Risk Taking Board game Assessment Task. **Ms Kavo, PE Teacher**

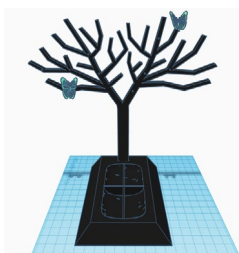


# Science

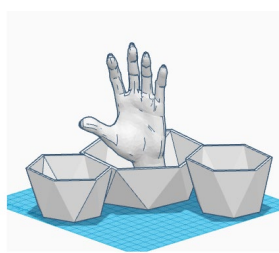
**Year 10 STEM** were working on a major project during the lock down. This project required the students to come up with a product idea, design and test the product, and then create a 'pitch' (30s ad + vendor table) to sell their product.

The lockdown hit just as they were about to 3D print their initial designs. Because they didn't have physical products to test, the students had to conduct thought experiments as to what could potentially go wrong with their product under a number of scenarios (e.g. function, dropped off a table, cleaning).

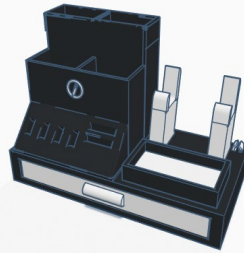
The depth of critical thinking in their 'thought experiments' was outstanding. This process led to a number of changes resulting in their final designs (shown below).



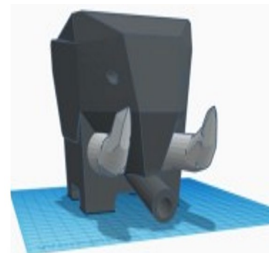
Team RCNK: Jewellery Holder (Ramsha, Cecilia, Nabeeha, Kylie)



FAMS: Jewellery Organiser (Fatema, Aysha, Mahin, Safiyyah)



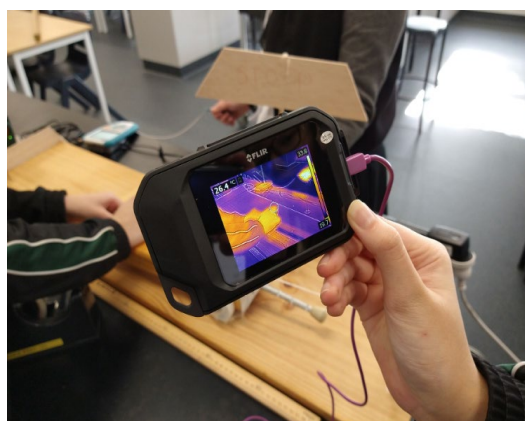
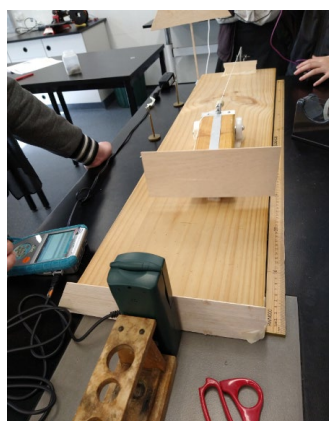
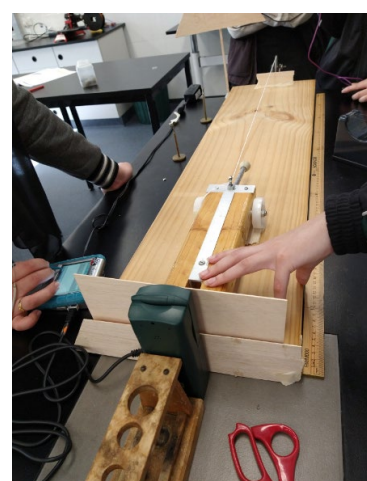
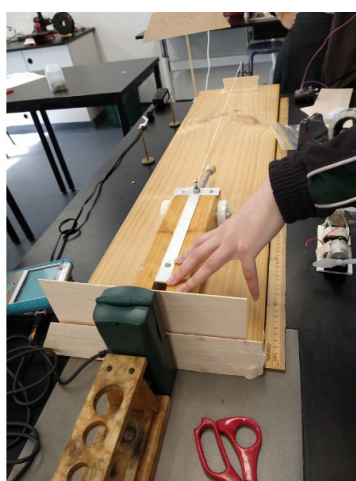
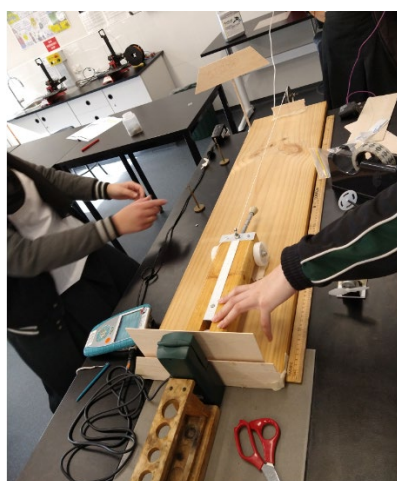
Team Hafi: Desk Organiser (Husna, Amal, Falaq, Iram)



Team SIN: Cutlery Holder (Sireen Siraj, Iffat Chaudhari, Nava Choudhury)

**Year 11 Physics** students hard at work designing and conducting an experiment in which they used a range of analogue and digital technologies to investigate motion and energy transformations. (Shown below)

**Dr. Wallis / Science**



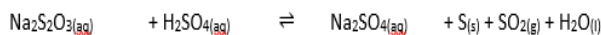
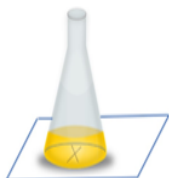
# Science

## Year 12 Chemistry

While on remote learning, some assessment tasks were also being performed by students. 12 Chemistry was meant to do an in class practical assessment. This was converted to a skills based assessment where students needed to discuss experimental setup, errors and relate models to scientific concepts. A couple of questions are included below.

### Example 1

A student set up the following apparatus to measure the effect of temperature on the rate of a chemical reaction below. The conical flask containing the reactants was placed on a white mat, marked with a black cross. As the yellow precipitate of sulphur (S), began to form, the cross began to disappear when viewed from the top of the flask.



colourless      colourless      colourless      yellow

- Outline the variables in this investigation. (3 marks)
- Explain how potential systematic errors may be reduced in this investigation. (3 marks)

### Example 2

Paper clips are used to model the dissociation and concentration of both nitric acid in water and ethanoic acid in water. The diagrams show various models for the acids. Assess the accuracy of the model, using equations to illustrate your reasoning.



Model showing unmixed molecules of acid and molecules of water



A



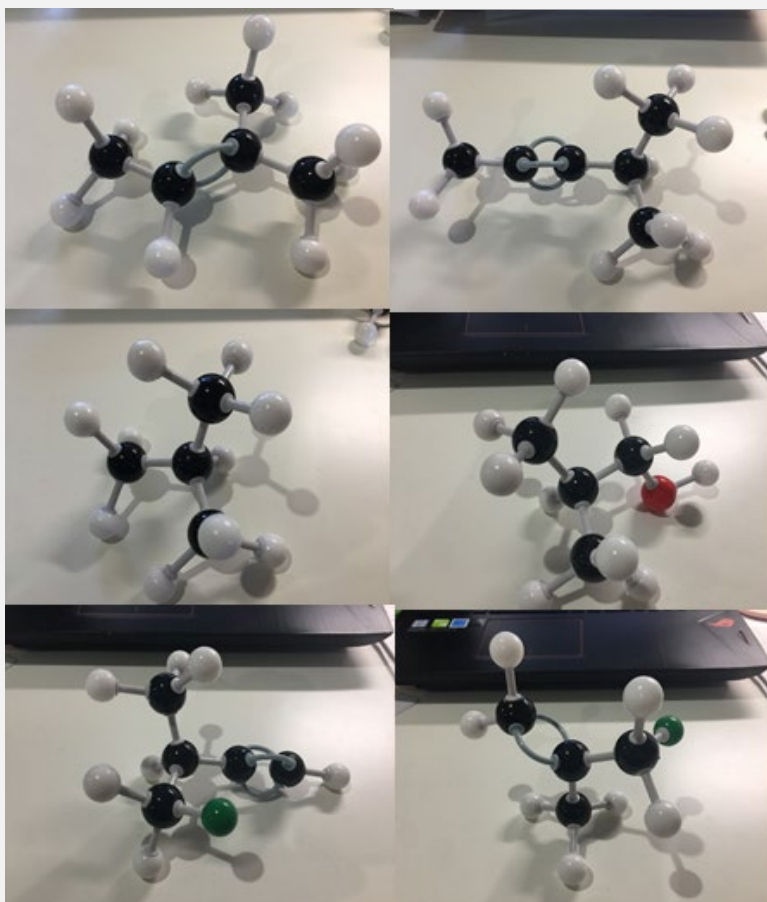
B



C



D



Also, while on remote learning, 12 Chemistry still needed to perform modified practicals. The content students are currently working on relates to Organic Chemistry. Students need to be able to identify and name different types of organic compounds. To achieve this, models were made, photographed and uploaded to the classroom and students needed to sort the images into the different types of organic compounds and then name them systematically. Some images of these molecules are shown.

**Ms Parry**  
**Head Teacher, Science**

# Science

## 11 Investigating Science

The Year 11 Investigating Science class performed a mini depth study while on remote learning. This required the students to develop an inquiry question, conduct background research and carry out an investigation to test their hypothesis. The tasks was open and students could choose to investigate anything that interested them and was safe to carry out at home.

Below is an example of a Students' risk assessment to determine whether their investigation was safe to conduct at home.

				surroundings			
Pouring hot water	3	2	M	-Wear safety goggles. -Clear any distractions/	2	1	M
Handling a plastic/glass cup	2	3	M	-Wear gloves. -Have a clear	1	1	L
<b>Possible</b>	<b>Insignificant-1</b>	<b>Minor-2</b>	<b>Moderate-3</b>	<b>Major-4</b>	<b>Critical-5</b>		
<b>Consequences and Likelihood</b>	<b>No injuries or support needed</b>	<b>Minor injuries first aid treatment needed</b>	<b>Medical treatment needed</b>	<b>Extensive injuries Hospital admission possible</b>	<b>Many injuries Widespread medical attention needed</b>		
Almost certain -5	M	M	H	E	E		
Likely -4	L	M	H	H	E		
Possible -3	L	M	M	H	H		
Unlikely -2	L	L	M	M	H		
Rare -1	L	L	L	M	M		

Once students established their procedure was safe, they were able to carry out their experiments, changing parameters and collecting information that was tabulated and later interpreted to gauge whether their hypothesis was proven correct or not.

One student wanted to find out how much water is required to dilute different coloured solutions until they appear colourless. To achieve this the students placed the same quantity of different dyes into a vessel and determined how many dilutions were needed before the solution was colourless.

Another student wanted to investigate the reaction of sodium carbonate and vinegar. The student was interested in measuring the effect of different concentrations and volume on the reaction rate.



**Ms Parry**  
**Head Teacher, Science**

# Library

Layla and Aysha Obeid wrote these stories during the isolation period. They are enthusiastic readers of Jane Austen. Time at home also provided time to reflect on special aspects of home and the changes and lessons brought to us by COVID-19.

## ***Pride and Prejudice and COVID-19*** ***By Layla and Aysha Obeid***

*It is a truth universally acknowledged, that a single man in possession of a good fortune must be in want of a mask. However little known the feelings or views of such a man may be on his first entering a neighborhood, or the current scarcity of masks in the marketplace, this truth is so well fixed in the minds of the surrounding families, that a mask must be worn by him before he could be considered as the rightful property of some one or other of their daughters.*

*"My dear Mr. Bennet," said his lady to him one day "have you heard the news?"*

*Mr. Bennet replied that he had not.*

*"Do you not want to know what has been happening?" cried his wife impatiently.*

*"Only" replied Mr. Bennet "If it is not about COVID-19". This was invitation enough.*

*"Why, my dear, you must know that a single man with a huge amount of money has just entered the neighborhood".*

*"I hope he is practicing social distancing rules" replied Mr. Bennet.*

*Mrs. Bennet chose not to hear this. "His name is Bingley and is said to be very rich and handsome, although you can only see his eyes, on account of his having to wear a mask, but my dear, what a fine thing for our girls!"*

*"How so?" queried Mr. Bennet "How does this affect them?"*

*Mrs. Bennet let out a shriek "Oh, Mr. Bennet, don't be so tiresome! You must know I am thinking of his marrying one of them!"*

*"Is that his design in settling here? To marry one of our daughters?"*

*"Oh, stop talking such nonsense! He may meet one of them and fall in love with her."*

*Mr. Bennet lowered his newspaper and stared at his wife "And how can he do that, when I refuse to call on him? How do I know that he hasn't got Corona?"*

*Mrs. Bennet stamped her foot "Not call on him! Of course, you must call on him. Wear your mask and keep yourself one point five meters away, and DON'T shake his hand, wash your hands when you come home and you should be fine." She turned sharply to her daughter Kitty "Do stop coughing so Kitty! People will think you got Corona!"*

*"I'm sorry, my dear" said Mr. Bennet, not sounding sorry at all "I am not willing to take the risk. I am statistically more likely to die from Corona than a young healthy male. It seems a hopeless business".*

*Mr. Bennet did not visit Mr. Bingley, keeping very faithfully to the rules of self-isolation. Therefore, he remained very fit and healthy for a long time, though none of his daughters ever got married and Mrs. Bennet's nerves eventually gave out.*

*THE END.*

## **COVID-19 IN OUR STREET by Layla Obeid**

We live in the best street in the world (our neighbours are all elderly!). Nonna our Italian neighbour next door and Ron and Barbara from across the street have been a part of my growing up for over ten years. Nonna gives us organic plants, trees, fruits, veggies and herbs she has painstakingly grown from her garden. When I was five and had first moved into my street, I went straight over to her front lawn (there is no fence between our houses) and plucked out almost all of her flowers and picked off all the petals and threw them in the air and danced around. She was furious! She came banging on our front door, wringing her hands and accusing "Look at what you-wa dida to-wa my-ya garden!" We tried placating her, by pointing out one solitary flower that I had left unplucked but relatively intact (its beautiful and once vibrant head was now dangling drunkenly to one side from the stem).

I pointed, "You can save that one. Just water it" was my brilliant idea.

Nonna looked pityingly at us "If same thing happen to your head, you live or you die?" She asked, red-faced.

"Die" I answered readily.

"Same, flower!" Nonna stressed vehemently. And that was the beginning of a beautiful friendship... (and my interest in biology)...

Every Christmas, Ron from across the street, would dress up as Santa (yes, beard, suit and padding) and sit in his little motorized car (he made it himself, he is an engineer but now retired) and would drive up and down our street, playing jingle bells on his radio and distributing lollies and laughs and good cheer. We turned away from our television and rushed outside so we wouldn't miss the spectacle.

Our first experience of Anzac Day since moving into our street was a revelation. The piercing sound of the trumpet on full blast, at the break of dawn, echoed hauntingly across the street as I lay huddled in bed, wondering if the end of time had come. But no, it was Ron, playing The Last Post at maximum volume, at five in the morning. Then he would play the Australian National Anthem- also at extremely high volume. He does this every year, without fail.

This year, Anzac Day 2020 held a strange significance. If not for Ron and his screaming trumpet at the break of dawn, I would not have noticed Anzac Day at all. The media seemed to convey the idea that if you were not eating, breathing and sleeping COVID information, they were being neglectful in their jobs. All other news and incidents became secondary.

Not so in our street. From those first stirring sounds on Anzac morning, the remembrance of lost souls brought a feeling of togetherness and compassion, empathy and a poignant beauty to the dawn. Due to Covid-19, we were isolated in our homes, we could not run across to our neighbours lawns (smell- not pick- her flowers, play with her dogs or give her a hug and some home-baked Anzac cookies) nor could we greet Barbara up close like we usually do. There were rules, there were fines, there was no toilet paper! Everything was different, but some things stayed the same.

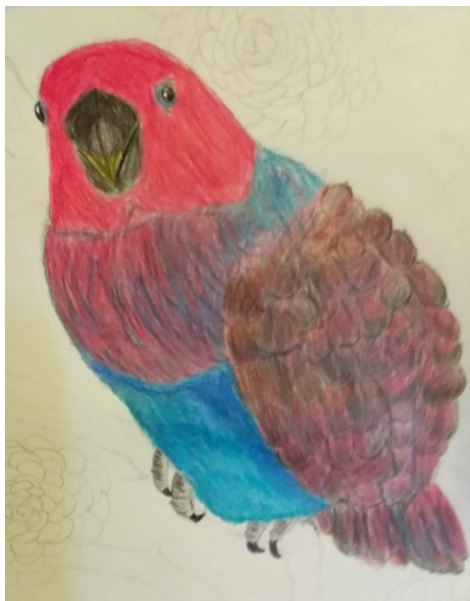
We waved to neighbours from a distance. We gave up our limited toilet paper rolls and other essentials to put in packages and left them on our neighbours front door. We called them on their house phones to check up on them. And they did the same back to us. If a day or two passed, and we didn't see or hear from each other, we would follow up on it and make sure all was well.

Covid-19 was a disruption, but it left a beautiful lesson- we are all one, we are all human and our differences strengthen and should not weaken us.

This is my street.

# Library

**Below** is a picture of Aysha Obeid's mother's sister's bird, Rosa, that they baby sat for 2 weeks and fell in love with. Aysha drew the picture.



Layla and Aysha Obeid are keen readers of the English classics. Aysha's bird reminded me of this 1841 watercolour painting by Emily Brontë of her pet merlin. (right). It was rescued from the moors. Brontë named the bird 'Nero', presumably after the tyrannical Roman emperor.



The Brontë sisters spent long periods alone with only each other and their imagination, writing and games to keep themselves occupied. Aysha's and Layla's writing and drawing during the isolation period seemed to me to have a certain similarity.

Layla and Aysha Obeid's mother, Sonya Zeidan, wrote this poem (below) about Ramadan. Layla and Aysha told me that their mother's poem inspired them to read Edgar Allen Poe's stories during their time in isolation and that in many ways this time was full of creativity and beauty.

**Ms Park,  
Librarian**

## *Inspired by Edgar Allen Poe's **The Raven***

### **Ramadan Midnight**

Once upon a midnight Ramadan, while I mused about the man  
Who brought the wise and wonderful Quran, upon him peace I implore  
While I read, intently bound, suddenly there came a sound  
As of someone begin to pound- pound at my study door  
"Peace" I hushed "and cease that sound upon my study door"  
Then I resumed as before.

Ah, distinctly I recall, it was in the greatest month of all  
That someone brazen with great gall chose my words to ignore  
Instead, to harried feet hastily entered and in my room suddenly centered  
And a voice uninvitingly ventured- ventured to impose upon me more  
No sooner had that voice formed words than I cried as once before  
"Peace, forevermore".

"Wait!" did the intruder curb "I had no wish to perturb  
The note that says Must Not Disturb placed upon your study door.  
"However" he continued to blast "I wish to know the Islamic past  
Of why you Muslims like to fast and consider it not a chore  
That was the reason for my pounding upon your study door  
"This I seek, nothing more".

"Thank God" I impeded and my heartbeat gradually receded  
Then I promptly pleasantly proceeded, relating what was dear to my hearts core  
"While the rest of the town is in slumber, Muslims awake and start to wonder  
About all those people who are in hunger, whom God has made very poor  
Compassion softens the Muslim heart and we glorify God in grateful awe"  
Said he "Tell me more".

"To abstain from food and drink from before sunup till sun sink  
Grants Muslims the time to think about matters others normally do ignore.  
Matters one may view as onerous, only make our good actions strenuous  
And our giving so much more generous to those who need our money more  
Then in worship are we all night with our faces pressed against the floor  
Entreating only from God succor.

"Sacred is the el-Qadr Night, when descended the Holy Book of Light  
One good excels a thousand months of right and blessings are multiplied more  
In this special month of Ramadan, Muslims read and memorize Quran  
And combat the evil whispering of shaytan whom God has warned us of before  
We pray and supplicate for our own selves but it is to God whom we fast for  
Never is it a chore".

Just as I concluded his behest, up did my visitor get  
Looking as though his mind we set he strode confidently across the floor.  
Only then did I exclaim, "Wont you please provide your name  
And indeed what you wished to gain by seeking to know about this lore.  
It is every Ramadan midnight that I reflect upon the Quran and its splendor  
Then you pounded at my door".

Said he "Surely if the truth be known, in the dark outside I deserve to be thrown  
But your request I cannot bemoan, so now listen to the why and wherefore-  
It was to steal that I came here tonight, but thwarted was I when you began to recite  
As I was filled with much delight at words more beautiful than I ever heard before.  
I realized the one with money but no good deeds is the one who is truly poor  
All praise to the Creator!"

**Sonya Zeidan.**

## News from the library

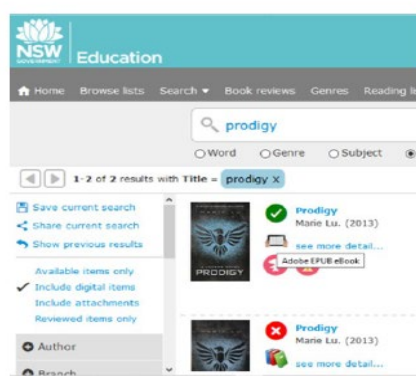
How can we borrow books while self-isolating?

Part of term 2 was spent working from home while our school and library were closed. We were reliant on digital versions of books if we didn't already have print books at home.

AGHS library continues to offer eBooks and Audiobooks. Our Oliver library catalogue can be accessed via the student portal:



Digital books will appear in an ordinary search. Just click on the link and download to your PC or laptop or mobile device:



OR you can go to Oliver's **News** tab up top and follow the instructions under 'New Resources'. You can also go straight to the link <https://auburngh.eplatform.co>



### NEW RESOURCES!

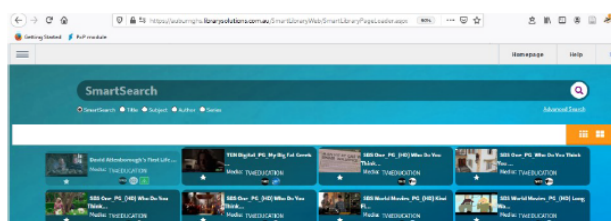
Check out all the latest resources in the library! **New Resources**

We now subscribe to Audiobooks and eBooks from Wheeler! In Oliver search for titles as usual OR search with the words 'Audiobooks' and 'eBooks' plus other search terms OR go straight to <https://auburngh.eplatform.co> and log in with your DoE username and password.

Remember for print resources, if you find something you like in the list, you can make a reservation using your My Library link in portal. Next, at school, ask library staff if your reserved item is ready or look for it on the shelf.

**NEW!** Our online video service **TV4Education** can be logged into by students and staff using their DoE username and password.

TV4Education, our online video service, may also be accessed here. Students and staff can log in with their DoE username and password.



The 2020 Premier's Reading Challenge for Year 7 to 9 students is still on. There have been rule updates for this year.

Key changes include:

- All students will be able to include 10 choice books on their 2020 Student reading records.
- Students who do not complete the Challenge in 2020 will not be disadvantaged from achieving cumulative PRC awards in the future.

Students who complete the challenge will receive a PRC certificate, a Principal's Gold Award, win 100 points for their house and go into a raffle to win a prize. The challenge closes on August 28. Students can log in at <https://online.det.nsw.edu.au/prc/home.html> or find the PRC link in their student portal under the 'Learning' tab.

If students or staff have any questions about our services, please feel welcome to speak to our library staff.

Ms Park, librarian

# Parent Information

## Cyberbullying

There is no doubt that technology has provided a new avenue for hurtful and intimidating situations.

In a world where friends are made with the click of a mouse, it's probably not surprising that relationships are just as easily terminated.

In fact, the New Oxford American Dictionary's word of the year for 2009 was 'unfriend'. Defined by Oxford University Press as: "to remove someone as a 'friend' on a social networking site such as Facebook", the word's popularity gives an insight into the volatile nature of many online friendships.

So is unfriending just unfriendly, or is it cyberbullying? What if a group of school mates gang up and publicly unfriend your child all at once – does that constitute bullying? And does the definition of cyberbullying really matter when your child feels hurt?

At a glance

- Bullying that occurs online or via technology is called cyberbullying.
- Online relationships can be different to face-to-face relationships.
- Hurtful comments and embarrassing photos posted online are potentially there forever.
- Solutions to cyberbullying need a whole community approach, not just schools or parents working in isolation.
- Filters only block certain content and aren't a solution to cyberbullying.
- Parents need to be aware of the technology their kids are using, and learn to use it as well.

While schools are making it a priority to address cyberbullying (and good digital-citizenship) in their policies and curricula, the problem needs a whole community approach. Solutions also need to involve social media outlets, cyber-bystanders, parents and the government.

### Parents have to be participants

One of the world's leading experts on cyberbullying, Professor Donna Cross, says the most important thing we parents can do is be involved and familiar with our kids' online lives. Because most cyberbullying happens in the home, parents need to be aware of the technology that young people are using, so that they can be in that space with them and look at the ways in which they are engaging with their friends.

## MAKING ONLINE PAYMENTS

It is now possible for parents to make online payments to the school for amounts owing for students, via a secure payment page hosted by Westpac. Payments can be made using either a Visa, MasterCard, Credit or Debit card, and can be made via computer, tablet or mobile phone. The payment page is accessed from the front page of the schools website by selecting:

**"MAKE A PAYMENT"** from the taskbar at the top of the page, right hand side.

Items that can be paid include voluntary school contributions, subject contributions, excursions, sales to students and creative and practical arts activities (these include band, drama and dance). There is also a category called 'Other' this to cover items not covered in the previous headings. 'Other' can be used to make a complete payment of a school invoice.

These details are entered each time you make a payment as student information is not held within the payment system.

There is also the option to enter the Student Registration Number and Invoice number if you are aware of them, these are optional fields **OR** there is also the option to enter the Student Registration Number and Invoice number these are not used at our school, please leave blank.

This is a secure payment system hosted by Westpac to ensure that your Credit/Debit card details are captured in a secure manner, these details are not passed back to the school.

For any enquiries regarding the Online Payment process please contact the School Administration Office.

When you access the **"\$ Make a payment"** you must enter:

- the students name, and class and reference number **OR**
- the students name, and date of birth

# Fact sheet for parents and carers

## Why did we have a Curriculum Review?

In May 2018, the NSW Government announced the launch of the NSW Curriculum Review (the Review). This was the first comprehensive review of the NSW primary and secondary curriculum since 1989, and aimed to equip students to continue to contribute to Australian society in the 21st century.

Parents and carers were invited to be part of the Review through consultation opportunities in 2018 and 2019. Feedback from parents and carers informed the shape of the final recommendations of the Review.

The publication of the NSW Curriculum Review final report indicates the completion of the review process and signals the commencement of activities to achieve curriculum reform.

## What are the recommendations of the Review?

The Curriculum Review includes 24 recommendations that address the following areas:

### The content and structure of new syllabuses

- New syllabuses will prioritise core knowledge, understanding and skills, giving teachers time to focus on depth of learning.
- The structure of the new syllabuses will provide improved information to parents about their child's progress and the next steps in their learning.

Visit [nswcurriculumreview.nesa.nsw.edu.au](https://nswcurriculumreview.nesa.nsw.edu.au) to find out more.



## Building strong foundations for learning in the early, middle and senior years of schooling

- English and Mathematics will be prioritised in the early years.
- Clear standards will be set in mandated subjects for students to achieve by the completion of their schooling.
- HSC subjects will be organised under new learning areas. Future HSC subjects will integrate theory and application of knowledge.

The design of the new curriculum will take into account the diversity of learners in NSW.

## How will a focus on building strong foundations for learning benefit my child?

### Early years

The early years of school are important in establishing foundations for future learning success, particularly the development of oral language, reading and writing skills, and mathematical knowledge and skills.

### Middle years

In the middle years of school, priority will be given to providing every student with challenging learning material appropriate to their current level of knowledge and skills. This means that students who need more time to master curriculum content will have it, and students who are ready to move on more quickly can do so.

The new curriculum will set clear standards for achievement in mandated subjects by the completion of schooling. It will provide teachers and parents/carers with an improved way of monitoring students' long-term progress which will make it easier to know if students are on track with their learning.

Visit [nswcurriculumreview.nesa.nsw.edu.au](https://nswcurriculumreview.nesa.nsw.edu.au) to find out more.



## A new NSW school curriculum

Every student prepared and ready for their future

### Senior years

In the later years of school, each subject will build solid theoretical foundations, provide opportunities to transfer and apply knowledge, and develop skills in the practical application of subject learning. This will help to ensure that your child leaves school better prepared for further learning, life and the workforce.

Pathways through senior school to post-school destinations, like university, TAFE or the workforce, will be strengthened through the introduction of new learning areas, which will act as a focal point for schools' careers advice and relationships with businesses and tertiary providers.

### What are the NSW Government priorities for reform?

The NSW Government is prioritising reform with an ambitious timeframe:

- Building strong foundations for future learning by 2022 with new English and Mathematics curriculum for Kindergarten to Year 2
- More time for teaching by 2022 by reducing the hours teachers spend on extracurricular topics and issues and compliance requirements
- Strengthening post-school pathways by 2022 with new learning areas for Year 11 and 12 that clearly link learning to future employment and study options
- A new curriculum from 2024 with new syllabuses focused on what is essential to know and do in early and middle years of schooling, and senior years key learning areas

Visit [nswcurriculumreview.nesa.nsw.edu.au](https://nswcurriculumreview.nesa.nsw.edu.au) to find out more.



## Homework Club

for homework help

Where: School Library

When: Every Monday & Thursday

Years: 7 to 12

Time: 3:15pm to 4:15pm

Cost: FREE

Questions: Miss Rao (English Staffroom)