



Auburn Girls
HIGH SCHOOL

Learn Lead Succeed

ISSUE 3 • SEP 2020

Our Year 12, 2020



Dear Graduating Class of 2020,

On the cusp of entering a new world, we are delegated the comfort that, despite all the odds, it is safe to say that we've finally made it. Our journey into high school, beginning in 2015, saw hopeful, eager and determined individuals, ready to pursue every ambition and go as far as their mind can possibly dream. Now, as years have progressed, it is recognisable that each and every one of you deserve to feel a deep sense of happiness and accomplishment. Auburn Girls' High School has foundationally formed lifelong connections, and so we thank the school community, teachers and parents for your endless love and support. I know, your parents know and your teachers know that you are ready for what lies ahead. Because you are the great Class of 2020. And you did not give up.

*Sincerely,
Safiya Alameddine
School Captain*

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CHECK OUT OUR WEBSITE!

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



Principal's Report

Dear Parents and Students,

School Award

I am very excited and proud to report that our school has received an award from the Secretary of Education, Mark Scott, the "Secretary's Award For an Outstanding School Initiative". The initiative is our Literacy Project, which has been in place at AGHS for the last five years. As you are aware our relentless and targeted focus on improving the skills of our teachers in literacy has produced increasingly outstanding results in NAPLAN and HSC outcomes for our students. It is wonderful to have this recognition for our school from the Department and very affirming for our dedicated team of teachers that their hard work is being acknowledged beyond our school. Congratulations and well done to our teachers and students.



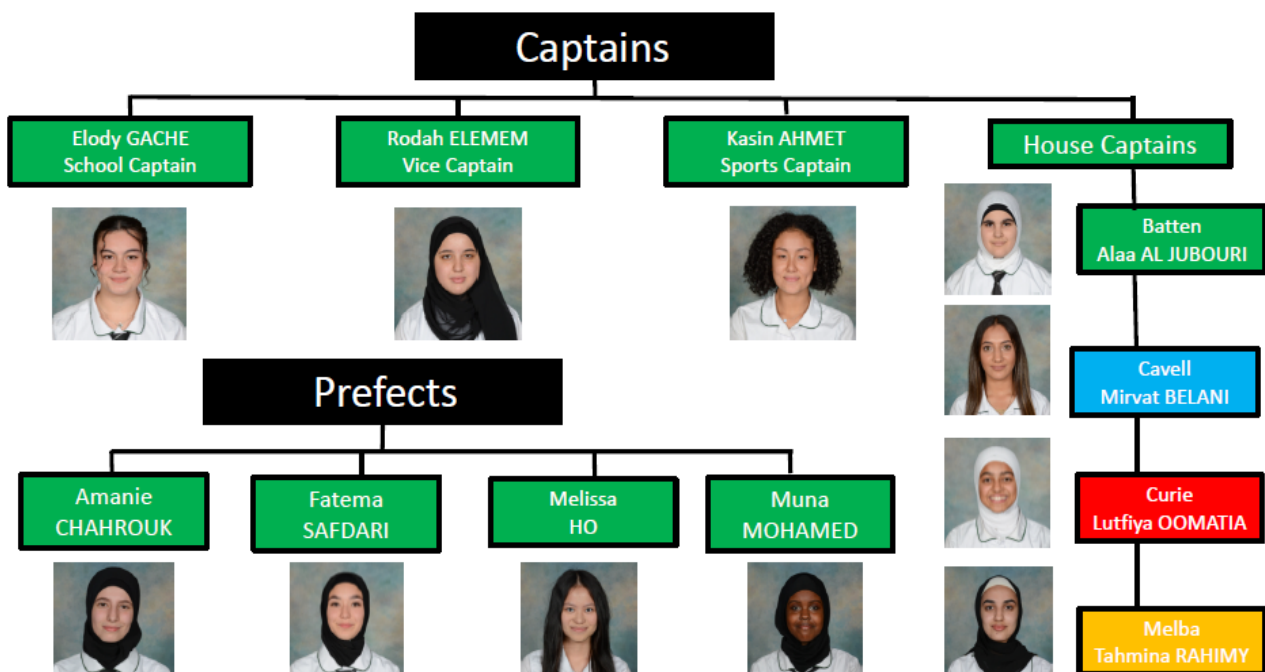
Leadership Team 2020 -21

I am very proud to announce our School Leadership Team for 2020-21. After a very rigorous and highly competitive selection process the following students are to be congratulated:

School Captain, Elody Gache
Sports Captain, Kasin Ahmet
House Captain Cavell, Mirvat Belani
House Captain Melba, Tahmina Rahimy
Prefect, Fatema Safdari
Prefect, Muna Mohamed

Vice Captain, Rodah Elemam
House Captain Batten, Alaa Al Jubouri
House Captain Curie, Lutfiya Oomatta
Prefect, Amanie Chahrourk
Prefect, Melissa Ho

Congratulations, welcome to the Leadership Team and I look forward to working with you.



Year 12

I am so incredibly proud of our Year 12 girls. They have shown resilience, perseverance, grace and adaptability to change. These are attributes that will serve them well in the future. Our Year 12 girls have certainly faced a very challenging year! The uncertainty over many aspects of traditions and milestones that are a right of passage for each graduating Year 12 student has added another layer of complexity and concern.

I am so happy to say that we have worked together with the girls to understand the necessary most recent COVID safety requirements and to agree on how and when the Graduation Assembly and Formal will take place. Both events will take place soon after the last HSC exam in mid-November and very shortly a detailed letter will be sent home with the girls for parents.

Our Year 12 girls have completed all assessment tasks and continue to prepare for their HSC exams, the final component in their schooling journey. It is hard to believe that our smiling and slightly nervous Year 7s of 2015 will be graduating as confident, articulate young women ready and well equipped to face life beyond school. They are very special and dear to me as they are my first cohort of Year 7 students when I became Principal of our school. We all wish them well in their HSC exams and I look forward to celebrating their achievements at their Graduation Ceremony.

Congratulations Year 12, I am so very proud of you!

Staff Development Day

Ongoing teacher professional learning is vital for the continued growth and attainment of our students.

On the 20th July our teachers were privileged to work with Dr Ben North from the DoE Centre of Education Statistics & Evaluation to deepen their understanding of what contributes to student success.

There are 8 key themes of *What Works Best* in teaching and learning and how these themes contribute to learning growth and achievement.



These themes include: high expectations; explicit teaching; effective feedback; data informed practice; assessment; classroom management; wellbeing and collaboration.

This evidence based research will be central to the development of our next School Improvement Plan for 2021-24 soon to be developed.

SASS Recognition Week

During Week 6 all Department of Education (DoE) schools in NSW celebrated School Administrative and Support Staff (SASS) Recognition Week.

Our SASS staff perform vital roles that allow our school to operate effectively and efficiently. During the week, many of our teachers acknowledged the hard work and contribution our SASS team makes to our school.

On Wednesday 2nd September our Special Education Unit Head Teacher, Mrs Saleh and TAS teacher, Ms Saravanan made a wonderful and individually packed luncheon feast for our 22 strong SASS team.

We thank them for this kindness. I know our students, staff and parents are grateful for the wonderful contribution our SASS staff make to our school. I am especially grateful.

Thank you SASS Team!



Left:

Some of our SASS
Team Members

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 HSC Dates

Begin: 20 October

End: 10 November

Results released:
18 December

Deputy Principal's Report – Years 7 and 8

Term 3 has been a productive time for students in Years 7 and 8.

Students have been working hard during class, completing both classwork and preparing for assessments.

Teachers have been impressed with the work ethic and drive of our students, who have settled back into full-time schooling with ease.



This term our Stage 4 students were able to begin their subject selections processes. For Year 7 students a choice of languages was provided for study in Year 8. Students could choose from 5 languages including French, Italian, Korean, Japanese and Arabic. Our Year 8 students were able to choose the Elective Subjects for 2021, selecting two subjects from a range of options including Food Technology, International Studies, PASS and Drama. I was impressed with how mature and considered the girls were in identifying their strengths and interests. Students will be notified of their 2021 subjects in the upcoming weeks.



Early this term we were able to celebrate student achievement in our Stage 4 Formal Recognition Ceremonies.

Students were recognised for Academic Excellence and effort in classwork, attendance and their citizenship.

Congratulations to all students who received Principal Awards, Stage 4 Merit Badges or White Merit Badges. It has been a difficult semester and we are proud of your achievements and resilience.

Jennifer Minogue
Deputy Principal
Years 7 & 8

Deputy Principal's Report – Years 9 and 10

As Term 3 comes to an end, I would like to thank all staff, students, parents and members of the school community for their continued understanding of the current situation and their support for our school and the students' learning during this very extraordinary time. As you will see from the extensive Merit list below, students in Year 9 and 10 have been displaying wonderful behaviour and effort around the school. These students and their families should be very proud.

Positive Education

Students in both Year 9 and 10 have been fortunate enough to participate in positive education 'Thrive' workshops run by their Year Advisor and the Positive Education staff member for their year group. Ms Kavo organised and conducted hour long sessions for every class in Year 9 on the skills and practices involved with Grit. Ms Mahmoud and Ms Doyle organised and conducted sessions on having a Growth Mindset for every class in Year 10. These sessions involve activities, group discussions, teamwork and opportunities for students to show leadership and learn important skills that will help them flourish and thrive at school and outside of school.

Please keep an eye out for the upcoming inaugural AGHS Positive Education Magazine.

Year 10

The students in Year 10 have recently chosen their subjects for Year 11 in 2021. The process involved students meeting with their allocated mentor on two separate occasions. During the meeting student and staff discussed future goals, possible future career paths, current achievements and subjects the students are interested in. From these discussions along with accessing the subject selection website that was created by the staff at AGHS, students chose their subjects. All students should be very motivated to achieve to their potential for the rest of Year 10 so they can set about their studies in Year 11 on a positive note and with good habits already ingrained.

Year 9

The students in Year 9 have had the opportunity to be involved in the 'Elevate' study skills program. The students completed this with online presentations in class time. Year 9 completed the Memory Mnemonics program. All students have access to the resources and workbook from this program for the rest of the year. The extensive resource has been emailed to all student school email accounts.

During week 7 and 8, students participated in 'check in assessments'. These NSW Department of Education online reading and numeracy assessment were available to support schools to assess and monitor Year 9 student learning following the period of learning from home. Staff at AGHS will analyse the data from these assessments to not only assess student learning but to help with any future planning so we can continue to improve as a school and continue to improve student achievement.

Craig Marland
Deputy Principal, Years 9 & 10

Term 3 Merits

The following students have achieved merit badges this term. Each level requires 20 Principal Gold Awards.

A well-deserved congratulations goes to the following students.

White Merit Badge

Tasnim Sarah - Year 9
Siti Balqis Khan - Year 9
Fatima Jafari - Year 9
Saima Haidari - Year 9
Fizza Batool - Year 9
Sahar Azizi - Year 9
Melis Yalcin - Year 9
Zohara Kazimie - Year 9
Helen Mi - Year 10

Bronze Merit Badge

Tasnim Sarah - Year 9
Saja Alsulaimani - Year 9
Lauren Nguyen - Year 9
Zaina Elemam - Year 9
Helen Mi - Year 10
Iffat Fatema Chaudhari - Year 10

Silver Merit Badge

Zaina Elemam - Year 9

Gold Merit Badge

Anita Singh - Year 9

Medallion

(to be presented on Presentation Day, Term 4)

Areebah Haq - Year 9
Safiyah Khan - Year 10

Deputy Principal's Report - Years 11 and 12

After what can only be described as a tumultuous year thus far, Term 3 has continued to be a frantic term with Stage 6 completing so many important milestones.

Earlier in the term, Year 12 sat for their Trial Examinations and now are preparing for the Higher School Certificate exams that begin Tuesday 20th October with the last exam at AGHS being on Tuesday 10th November. Year 12 officially does not finish this year until Friday 16th October.

Many teachers are running Year 12 holiday workshops to help reinforce key concepts in their subject areas and the first day of Term 4 the school will be holding "mock HSC" exams to help students with time management and planning.

I have been so impressed with the resilience and strength our Year 12 cohort has shown this year. I am looking forward to celebrating the milestone of completing 13 years of schooling at their graduation and school formal being held after the Higher School Certificate.

I will take this opportunity to wish all Year 12 students success in the upcoming Higher School Examinations.

Year 11 students have just completed their Preliminary Examinations and have been outstanding in their maturity and behaviour during this exam period.

The successful completion of Year 11 course work in each subject ensures that students have a strong foundation of key concepts and knowledge that will allow them to be successful in their Higher Certificate course.

This is a very important time for your daughters to reflect and evaluate their progress as they complete their second final year of secondary schooling. Your daughters will enter their final Higher School Certificate year first day back in Term 4 and need to come back refreshed, focused and ready to put in 100% effort as it won't be too long before they will also be sitting for their final exams.

The choices they make now will have a great impact on their future. First day back next term Year 11 will be receiving their assessment book with dates for Year 12 and an information letter.

STUDENT OF THE MONTH

JULY 2020

Anoushay Khan Year 12

Anoushay is an exemplary student of the month for many reasons. She is balancing a demanding timetable of Business Studies, Economics, IPT, Math's Advanced, Math's Extension 1 & 2 as well as English.

Her attendance is outstanding and her time spent in study periods is indicative of a focused and dedicated student. She regularly seeks feedback from teachers, asking advice from staff about how to best approach all aspects of the examination period ahead.

Weekly, she completes past papers, works through online resources & is reaching academic excellence in all she does. The highest accolade for Anoushay is how her writing is improving with all this practice; her responses are clearer & she is able to argue so much effectively compared to previous years' showing real progress.

Well done, your hard work is paying off!

AUGUST 2020

Mahnoor Sahibzada Year 9

Mahnoor is a beautiful student inside and out. Mahnoor is motivated to learn and eager for knowledge. This is shown through her outstanding work ethic and attitude in all her classes as well as her overall diligence in and around the school community.

From wearing her uniform with pride to always being respectful to those around her – Mahnoor has an amazing caring nature with which she shows others in the way of support, she is always willing to help when she can and with a great big smile on her face when she does it.

Mahnoor has helped with countless school events such as fundraising and wellbeing days, and has maintained resilience and commitment to learning during this difficult time. She is to be congratulated on achieving student of the month for August.

Please ensure that you read these booklets carefully with your daughters and together plan the year ahead of when all their major examinations, other assessments and any other major works are due to make the final year of study as less stressful and organised as possible for your daughters. The information letter will have key points about signing out of Year 11 and when subjects may be discontinued as well as early leave when there are no subjects in the afternoon

As the Year 11 Deputy Principal I would also like to extend my congratulations to all the Year 11 students who took part in the leadership speeches. The confidence of the speakers and the quality of all the speeches is a true testament on how exceptional these young women are.

I wish everyone a safe and happy holiday.

Belinda Diamond
Deputy Principal, Years 11 and 12

Jeans for Genes Day

A huge thank you to everyone for their support with Jeans for Genes day on Friday 14th August.

Year 11 managed to raise over \$600

Shout out to Ms Young for organizing such an awesome event



School News

Positive Education

As part of Positive Education across the school Year 11 students took place in a session about Leadership organised by Ms. Young, their Year Adviser, and Ms. Nolan, who is part of the Positive Education team.

The aim of this session was to reinforce that we are **ALL** leaders in the way we behave, whether positive or negative, in our daily interactions with those around us. As students about to enter Year 12, the session was timely. All students participated enthusiastically and with solid focus – and had the opportunity to hear others extol their virtues as a leader.

Here is the response of one student to the session:

Our Thrive session was a great way to start our day, as it focused on how as strong individuals we lead our school. We explored some of the aspects of being a leader. We learnt that being a leader takes confidence and the qualities of a great leader is embracing others as equals. We also thought about different layers of leadership. For example, the first follower of an innovator is also a leader as they must also be brave. They have a crucial role: that is to show how to follow. We learnt that as seniors we are the prominent role models of our peers and grasped the fundamentals of a great leader. We ended the session with a little activity to admire the leaders amongst us and appreciate their role as a leader. Overall, our Thrive session was a great experience which taught us how to be powerful and independent leaders of our school.

Fatema Safdari, Year 11



Debating

Congratulations to the Year 10 debating team. They have made the final 16 in the NSW state debating championships! A big congratulations also to our Years 7, 8 and 9 teams who have been debating strongly over the past few weeks as well.

Well done girls!



Poem by a student

Dark sky and passing cars,
Sitting down under shooting stars.
Wishing to find a shelter or home you see,
Just then a blonde man came walking to me.
He sat down and asked me how was my night.
I told him my story and how I hoped for light.
With a frown on his face and his eyes on me,
He kissed my forehead I gave me a key.
"I ran away from my home." "Don't worry I
have somewhere.
Two kids and a fox will be waiting down there.
It's down the corner, turn left then right,
You'll see a shine with two lanterns so bright."
He waved goodbye with his suitcase and hat,
A new life awaits me, let's start with this map

Mariam Kaka
Year 8 English

School News

Max Potential

It has been a hectic year with bushfires, a pandemic, Online Learning, lockdowns and various restrictions but our six Year 11 Max Potential students from Auburn Girls High School participated in the Dooleys Max Potential - Personal Leadership Development Program, kept motivated and focused on working towards their Community Service Project. This program facilitates partnerships of young individuals with local community and business leaders. Each student endeavored to implement a Community Service Program to raise awareness of a particular issue that needs to be addressed, and ensure the programs sustainability. Each of these students have developed in self-confidence, time management and setting goals to achieve.



Our Students included Amanie Chahrouk, Farahnaz Asad Ullah, Hajar Alsalemi, Kasin Ahmet, Masooma Jafari and Parwana Rostami. In previous years the Year 11 Max Potential students participated in a number workshops and face to face meetings with their mentors. However, due to circumstances out of their control, face-to-face meetings became Zoom conferences or telephone calls when technological issues arose. Additionally their programs were unable to be implemented, thus our students worked on their proposed initiative.

In essence the Max Potential Program encourages students to focus on issues in their local community, then brainstorm and implement a solution or raise awareness of that concern. Through the program the students develop workplace interpersonal skills such as effective communication, team work, problem solving, goal setting, flexibility, meeting expectations and deadlines.



Usually at the conclusion of the program the students and their coaches present their successful programs at the Showcase Night for family, friends and community members to share in their achievements. However, this year due to COVID restrictions the students participated in a Zoom Conference for all students, mentors, teachers to view. Their community initiatives ranged from the implementation the Highlight App linking students to improve their personal and mental wellbeing with others, Scheduled Provisions- to meet community access to needs during the pandemic, Essential Bags- with provisions to be issued to the homeless, The Catchup - a three day event to reunite a sense of community for those socially and emotionally

isolated, economic empowerment for women and our Key Showcase Presenter Parwana Rostami with her Teenager Mental Health Instagram Page - to support youth mental health during the pandemic with daily self-care suggestions, helpline contacts and collaboration with local community organisations to increase exposure. Each student has worked tirelessly to ensure their program was of significance to the community and its sustainability can be assured.

Rebecca Woods
PDHPE Teacher

School News



Leadership Speeches

Ms Young took a few very candid photos of some of the amazing Year 11 Leadership candidates for 2021.

All the girls did an amazing job presenting their speeches and each girl brought their own personal flair to their pitch.



School News



The return of the students at Auburn Girls High School following the recent COVID-19 lock downs saw them greeted with a mural on the gym wall facing the school playground. It provides inspiration, hope and a new beginning despite the many challenges faced by the students recently.

The COVID-19 impact on our students has not gone unnoticed. For many, the fear associated with the unknown has resulted in significant instability, and for those about to embark on their most impactful academic year (year 12) the uncertainty of what will happen next and the impact it will have on their future is indeed cause for great anxiety and stress.

Despite this, the Principal, Deputies, Teachers, Parents and Students of the school, always tackle challenges with a great level of determination, resilience and know that the future will always hold something brighter for all.

To help motivate the students further, the school Principal Anna Tsoutsas sought solace in our Aboriginal elders' vision and storytelling who have always been able to articulate hope and resilience through their expressive art forms. Peter Whitton, a Wiradjuri man and Scott Rathman, an Arrernte man co-created a vibrant contemporary Aboriginal mural which has transformed the space into a colourful source of learning and inspiration for the students, parents and visitors at the school.

The artwork called "Here and Now" shows a stream of water through the middle representing a journey of growth, of which we are all experiencing in our current environment. With the black symbol referencing a resting place on a journey, similar to our homes, our school or friendship that surround us. In Aboriginal culture the turtle reflects persistence whilst the fish is a symbol of endurance and strength. These attributes are more important this year than they ever have been. The mural will provide additional guidance for students to remain hopeful of a bright future ahead.

Fatima Amr
Community Partnership Officer

Year 7 History

Year 7 students have been developing their literacy skills in History by transforming information from one purpose to another.

Below our Year 7 student Hiba Affan has created an advice leaflet for travelers to Medieval Europe full of her extensive knowledge about how 21st century visitors can have a good time and stay safe!

Ms Nolan
English/History Teacher

Introducing Medieval Europe

Medieval Europe is a state of history with its traditions, values and expectations which created society's social structure. The term 'Medieval' is derived from the Latin word 'Medius' meaning middle. It is a period of time between the fall of the Roman Empire and the beginning of the Renaissance. Medieval society was a hierarchical society with a clear social structure. The Church was the most powerful institution in society, and it was responsible for the spiritual and temporal well-being of the people. The King was the highest authority in the land, and he was responsible for the defense and governance of the realm. The nobles were the next level in the hierarchy, and they provided the King with land and protection in return for the right to rule over their own lands. The peasants were the lowest level in the hierarchy, and they worked the land for the nobles in return for protection and the right to live on the land.

MEIDIEVAL EUROPE IS A DIVINE ERA OF THE WORLD BUT IT'S MAGNIFICENCE COMES FROM IT'S RULES AND REGULATIONS.

WELCOME TO MEDIEVAL EUROPE

FOLLOW THE RULES OF THE DARK AGES AND ENJOY YOUR TRIP!

ENJOY DELECTABLE DELICACIES!

The food of Medieval Europe was a mix of meat, vegetables, and bread. The most common meat was beef, but pork, lamb, and chicken were also eaten. The nobles ate more expensive meats, such as venison and peacocks. The peasants ate a simple diet of bread, soup, and vegetables. The food was often served in a large hall, and the nobles ate at a long table. The peasants ate at a long table. The food was often served in a large hall, and the nobles ate at a long table. The peasants ate at a long table.

PEOPLE OF MEDIEVAL EUROPE

There are four types of people in medieval society: the king, the nobles, the knights, and the peasants. The king is the highest authority in the land. The nobles are the next level in the hierarchy. The knights are the next level in the hierarchy. The peasants are the lowest level in the hierarchy.

STAY SAFE ON YOUR TRIP!

The Black Death is a deadly plague that killed millions of people in the 14th century. It was caused by a bacterium called Yersinia pestis. The plague was spread by fleas on rats. The nobles and knights died first, followed by the peasants. The plague was a major event in the history of medieval Europe.

MEDIEVAL CATHEDRALS

Medieval cathedrals are large, ornate buildings that were used for religious purposes. They were built by the Church and were often the most important buildings in a town. The cathedrals were built in a style called Gothic, which was characterized by tall, thin spires and large windows. The cathedrals were often the most important buildings in a town.

MEDIEVAL CASTLES

Medieval castles were large, fortified buildings that were used for defense. They were built by the nobles and knights and were often the most important buildings in a town. The castles were built in a style called Norman, which was characterized by thick walls and small windows. The castles were often the most important buildings in a town.

MEDIEVAL STADIUMS

Medieval stadiums were large, open-air arenas that were used for sports and entertainment. They were built by the nobles and knights and were often the most important buildings in a town. The stadiums were built in a style called Roman, which was characterized by a semi-circular shape and a tiered seating arrangement. The stadiums were often the most important buildings in a town.

IMPORTANT DATES

Term 3

WEEK 10

25 September 2020

Last day of Term 3

Term 4

WEEK 1

12 October 2020

All Staff & Students return

16 October 2020

Pink Ribbon Day (TBA)

WEEK 2

20 October 2020

HSC Begins

WEEK 6

20 November 2020

Year 11 Reports Issued

WEEK 7

23-27 November 2020

Year 7 Swim School (TBA)

25 November 2020

P & C Meeting (TBA)

WEEK 9

11 December 2020

Years 7-10 Reports Issued

WEEK 10

16 December 2020

Last day of Term 4

Term 1, 2021

WEEK 1

27 January 2021

Staff return

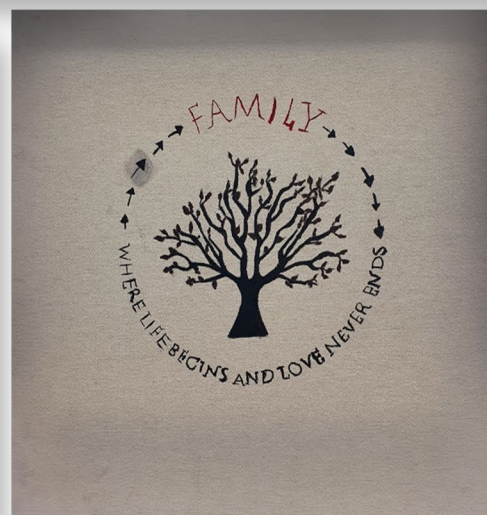
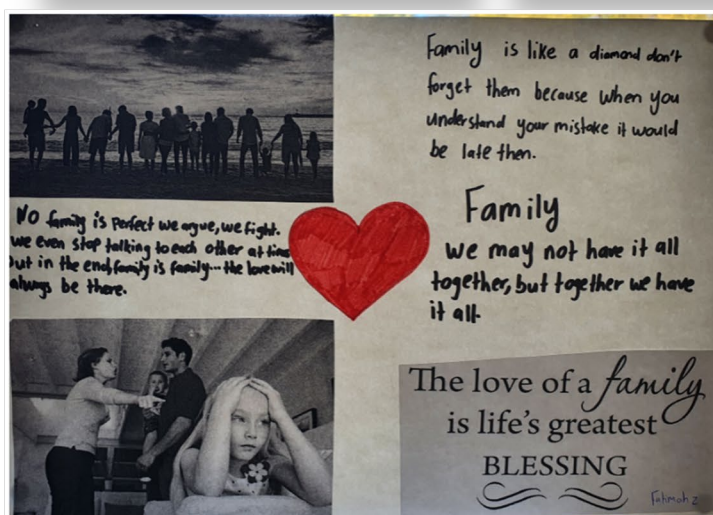
28 January 2021

Students return

English/History Faculty

Term 3 has been a very busy and productive term. I am so very pleased with the wonderful work our students have completed in the faculty, ranging from visual representations to making masks for Drama, as well as developing informational leaflets and engaging in debating! All such projects have achieved the desired learning outcomes, with a focus on the improvement of literacy skills in a variety of ways. Congratulations to all students and staff for an amazing term. Look forward to more!

Ms S Schweibert
Relieving Head Teacher, English/History



Year 11 English Studies class completed a unit of study on the family known as English and Family Life. We focused on the constructs and the role of families and how families have evolved over time. The students studied a variety of texts supporting this study and then completed a Portfolio Task.

This task had three components: a review, diary entry and a visual representation of what the family means to individual students. Please enjoy these representations (shown above).

Ms S Schweibert

Some students in **7S** took on an Extension project following their work on Ancient China this term.

In their own time, they designed advice leaflets for potential travellers to Ancient China, including essential knowledge about customs, the best places to visits and how to avoid getting into trouble with the law!

The results were fantastic and are being used by teachers across Year 7 to help all students prepare for their assessment on 'How to stay safe in Medieval Europe'.

Ms Nolan
English/History

WHERESOEVER YOU GO, GO WITH ALL YOUR HEART - Confucius

Take the time to witness the wisdom of these philosophers and perhaps even learn a thing or two, but make sure to act respectfully and show proper decency and etiquette. You don't want it to seem as if you are uncivilised! Remember to respect their opinions and beliefs even if you don't agree.

STAY SAFE ON YOUR TRIP!

Diseases in Ancient China incorporate Black Death which is a bubonic plague and Parkinson disease which is disorder in the nervous system. To avoid catching these diseases, eat fresh vegetables and foods that boost your immune system or full fill your nutrient requirements. Another word of advice is to avoid coming in contact with fleas or other pests as they carry bacteria. If you catch these diseases then visit a local, for some herbal remedies to immunise you to the illness. Also, remember to stay away from others if you do have a disease. You wouldn't want to wipe out a whole group of peasant farmers with low immune systems! Remember to follow this advice and enjoy your visit to Ancient China.

farmers with low immune systems!




Experience ANCIENT CHINA



THE GREAT WALL OF CHINA

The Great Wall of China is an ongoing project, however its looks extraordinary. It is built with intent to keep the Mongolian riders out. There are advance defense mechanisms with this massive project as well, so be careful. This area is dangerous because the Mongolians trying to penetrate the ongoing wall. Make sure to visit with a local or a soldier that will be able to direct you towards safe paths. There may also be dead ends, since its still in construction. Ensure that you have a map or some other way of retracing your steps, because this project is massive and you can easily get lost. In the end of an eye, look at the size of this project. If they take you days to explore so perhaps designate a few days to exploring this sight with amazing views of Mainland China in every direction.

FORBIDDEN CITY

This famous attraction is the imperial palace from the time of the Ming Dynasty to the Qing Dynasty. This essence of Ancient China, designed with Fengshui theory, is absolutely magnificent and consists of 9999 rooms for 24 emperors. About 10% of the rooms are only allowed to be visited. The emperors held monthly festivals on the palace grounds so this would be the perfect time to visit. If you seem an interesting traveler then you may be able to visit the palace inside of visiting hours as well. Be sure to explore the external grounds to really witness the amazing Chinese architecture and also the palace covers over seventy hectares so perhaps designate a few days to explore this place. It is quite a famous attraction and depicts Chinese residence in every direction.

SUMMER PALACE

The Summer Palace is China's largest imperial garden, and perhaps even the world. The natural landscape of hills and open water is combined with artificial features to form a harmonious ensemble of outstanding architecture, water, the Summer Palace is a royal summer resort in the Qing Dynasty. If you're lucky enough you'll be able to get on to the royal grounds, if the royal highnesses haven't occupied it or as a foreigner (which is what you are) to explore the divine aspects of this garden to help maintain its preservation. Make sure to look out for the pawns and don't step on anything other than stone pavement. Also, don't touch any plants because they are watered with herbal antiseptic!

TERRACOTTA ARMY

The Terracotta Army is erected as a monument to China's first Emperor, Qin. The life-sized stone soldiers are said to represent the army that triumphed over all others in China that played a significant role in the country's formation. The hundreds of statues are a mind-blowing sight. This site is huge, consisting several pits, to designate a few days to exploring this site. While there, take the

KEEP UP WITH THE RULES OF FASHION!


In Ancient China different people wear different types of clothing. The peasants wear loose fitted clothing made of hemp. There are many rules around clothing and accessories. These include only people with high status are allowed to wear clothes made out of silk, only the emperor could wear yellow, only poor people are allowed to wear blue or black clothing, only the emperor is allowed to wear the dragon motif as jewelry, only the empress is allowed to wear the phoenix motif as jewelry and cutting your hair is disrespectful and often a punishment for prisoners. The Chinese are very particular in the way they present themselves because this gives them status and praise. If you ever meet a Chinese woman that has, bushy sprawling eye brows, long slanted eyes, thick pointing lips, an expansive coating of rouge on the cheeks and dainty flowers painted on the forehead, complement them and be sure not to question their choice of make up. Be sure to find the perfect outfit that follows the rules of fashion and you'll have the trip of your lives.

ENTERTAINMENT IS ON A NEW LEVEL!

Family or not, Ancient China is packed with the perfect activities and entertainment for you. Ancient Chinese had many forms of entertainment, including cricket fighting, soccer and kite flying. This also incorporated art forms, including calligraphy, poetry, instruments, opera, painting and sculptures made of terracotta, were widely popular throughout. They have invented numerous games such as Chess (Similar to go), Go, Go (Go), Go (Go) and Go (Go). Board Games (such as Chess and Go). This era serves up a variety of activities for all ages, so indulge yourself in the culture. Be sure not to insult or judge these activities, considering that these are creating to enjoy social life not be stuck in 21st century devices. Instead try other activities that you haven't tried before or pursue a passion.

1. PLACES YOU MUST VISIT

- The Great Wall of China
- Xian
- Anji Bridge
- Tiger Hill Pagoda
- Foguang Temple



2. TYPES OF PEOPLE YOU WILL MEET

In Ancient China, you will meet a range of people ranging from farmers to aristocrats and government officials to scholars. Our diverse nation has everything and anything! Our country is filled with distinctive professions that no country has ever had before. Our artisans possess cultural appreciation this enables them to make prestigious works of art in our immortal buildings. The food that our diverse country grows, will make you remember it for all your life. Our scholars interact with the most advanced technology information the world has yet to see.

3. HEALTH & SAFETY CONSIDERATIONS

Our villages are protected with the up most security. Each compound is barricaded with the most impenetrable stone. Additionally, each settlement contains large watch towers which can be used to exploit and alert the community of any dangers or enemies coming in close proximity. When exploring our nation it is with up most significance that you obey our lord and his laws. If his laws are intersected, you will face brutal consequences some of which include execution, but even torture and many more. To ensure your health is in its absolute perfection is with the up most importance that you carry around vinegar and fresh herbs to refresh the body so that it may fight the Parkinson disease and bubonic plague if you have contracted it.

4. CLOTHING YOU ARE OBLIGATED TO WEAR


Our nation educates us to wear prestigious and modest clothing. If you are a female, you must ensure that you wear tunics which reach the ankle. Males however should wear tunics up to the waist. You are compelled to wear long sleeves and loose-fitted caftans to hold your clothing together. It is also prudent that you wear colours on the darker spectrum of the scale as they are an indication of heavenly colour and is preferred in our society. Something to note is that immodest clothing will lead to punishment.

5. LEISURE AND ENTERTAINMENT ACTIVITIES YOU WILL ENJOY

Our nation is filled with many enjoyable activities. We offer a wide selection of activities including sports such as archery, rowing, and dancing. Creative activities like pursuing calligraphy, and constructing a kite and flying it. We also have Monumental sites with picturesque views and much more!

6. THE BEST TIME TO TRAVEL

The best time to visit our immaculate country is between Spring (April - May) or Autumn (September - October). You will hardly be affected by the weather as there will be fewer rainy days and additional clear skies. It is also in spring where flowers bloom and temperatures are cooler. You will also be able to capture the most picturesque photos at this time. You must take into account that you are dressed in conservative clothing as you will be scolded by authorities and punished further if you do not dress modestly.




Year 9 Drama have hijacked the art room recently to make their masks for an upcoming practical task. **Ms Young** has been doing a fantastic job making sure these girls are experiencing the subject of drama in so many different and exciting ways.



Technical & Applied Studies

Year 7 Mandatory Technology

Year 7 MAND7 students built bridges in semester 1. Most of the bridges sustained 3 to 5kg load. In semester 2, 7MAND7 girls have actively participated in their practical lessons. On 01.09.20 they cooked "Lasagna Pot" as their 4th practical activity. Next week the girls will be cooking "Macaroni and Cheese" which will be their final practical lesson. From week 9, students will start to work on their portfolio, where they are to collect 8 dairy recipes and compile them as an e-recipe book.

I would like to congratulate all the girls for their consistent effort and hard work. Keep up the good work!

Mrs Saravanan
TAS Teacher



Support Faculty

Term 3 has been extremely productive for everyone, with many exciting classroom activities, we have been settled back into classes and have been working hard in all subjects. Seniors have begun their Year 12 trial exam and I believe that student success relies heavily on attendance, positive behaviour and a commitment to learning. In light of this, it is important that all students attend school regularly and make a strong commitment to their learning. If your daughter is away from school for any reason you (the parent/carer) must supply the school with a note explaining your child's absence. Satisfactory attendance is calculated at 90%.

I would like to remind all parents that school starts at 8:45am and we expect all students to be punctual. Often, the students blame late buses, trains or parents driving them to school too late. These excuses are not acceptable as it is affecting students' learning time. As parents, please ensure that your daughters are not late to school. If your daughter arrives late, a note is required to explain lateness.

Support Unit Review Meeting

The traditional Support Unit Reviews Meetings have not been possible this year. Instead I have contacted parents of the students and provided reports about their daughters' progress and achievements.

Can I ask all our students to practice good hygiene at all times especially around washing hands regularly, not coughing or sneezing around people and using hand sanitiser if possible. The school has invested a considerable amount on sanitary products in an effort to keep everyone safe. Can I reinforce with parents to ask their daughters to practice these good hygiene habits. Also can I ask the parents to keep their daughters home if they are sick. Students with flu like symptoms will need to provide a copy of a negative COVID-19 test result before being permitted to return to school. Please keep in your mind that, Parents/Carers and other non-essential visitors are not allowed on the school site.

Many parents have read the mobile policy. This policy has been updated in line with 2020 Department of Education Digital Services Policy and all the students are aware of the content of this policy.

There have been a number of improvements in the school facilities this year so far, a new shaded Coffee shop is being renovated outside the canteen and new furniture will be placed under it for students to have a nice sheltered space to eat their lunch and have their recess.



Amany Saleh
Head Teacher, Support

Mathematics Faculty

The Mathematics faculty had a busy and productive Term 3 with a variety of activities and events organised to promote the importance of Mathematics. There were many highlights:

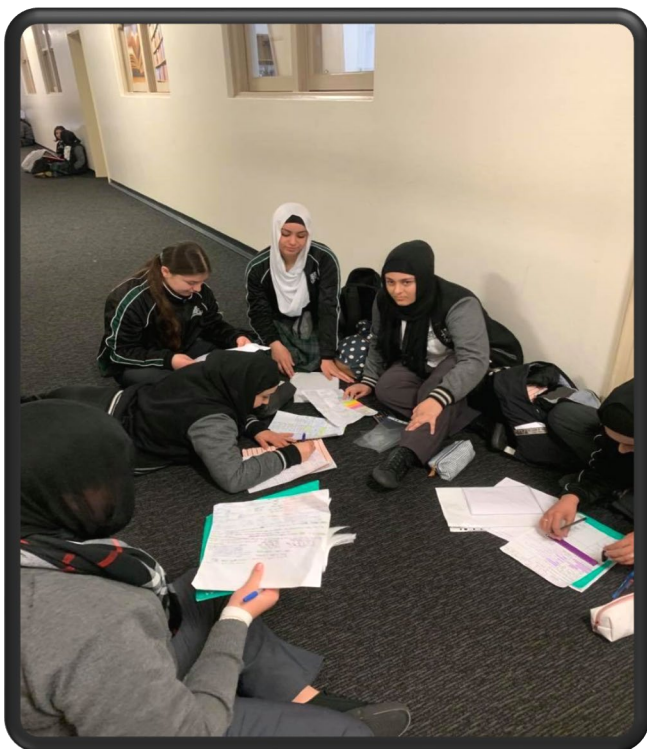


Staff Development Day

We started the term by social distancing

Below: 7MATB Ms Semaan's Mathematics students enjoyed completing a dance routine as part of the Algebra topic. Students created a dance using an algebraic expression. The algebraic expression included pronumerals which represented dance moves and brackets which represented how many times the students would repeat specific moves.



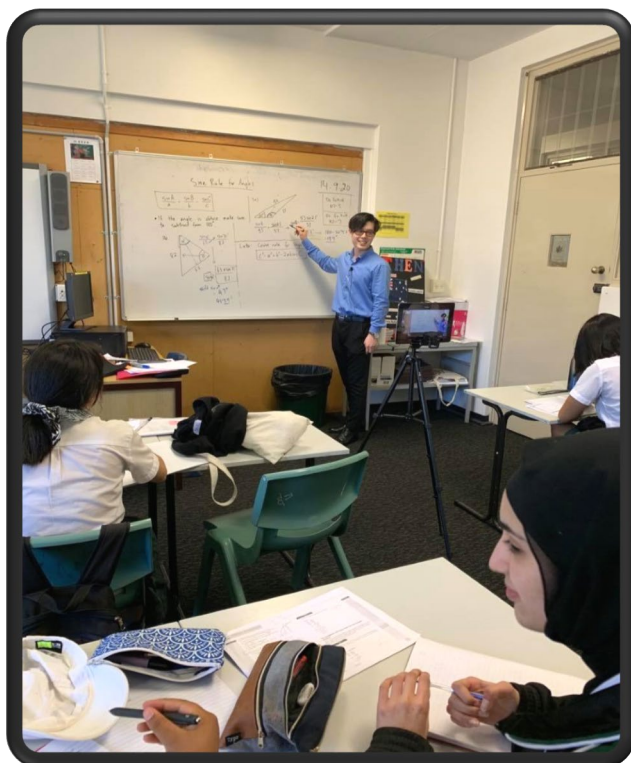


Year 9 students preparing summary notes and formulae sheet for an assessment task at 8:15 am.

(See left)

The school has organised a MathsOnline account for all students enrolled into Mathematics. I recommend students use this valuable opportunity to learn and revise work that is being taught in class.

Right: 10MAT4 class answering Trigonometry questions using MathsOnline.



Left: 10MATS, Mr Kim taping himself teaching Non-right angled Trigonometry to upload on Youtube for students that were absent and for students to watch and revise at their own pace.

Year 12

Students have completed their trial Higher School Certificate Examination and will be graduating this term. This year our school has offered all levels of Mathematics including Mathematics Extension 2 again. Our year 12 classes participated in the Aurora HSC Study Day and can access the resources up till their Higher School Certificate Examination.

Year 12 HSC Holiday Workshop:

Students took the opportunity and did a full day study of Mathematics with their teachers during the holiday.

Right: students enjoying their lunch break after hard day's work



Students studying HSC Mathematics Extension 2, Mathematics Extension 1, Mathematics and Mathematics Standard 2 have been offered an incursion to do mock exams.

It is pleasing to see the number of students who have taken this valuable opportunity.

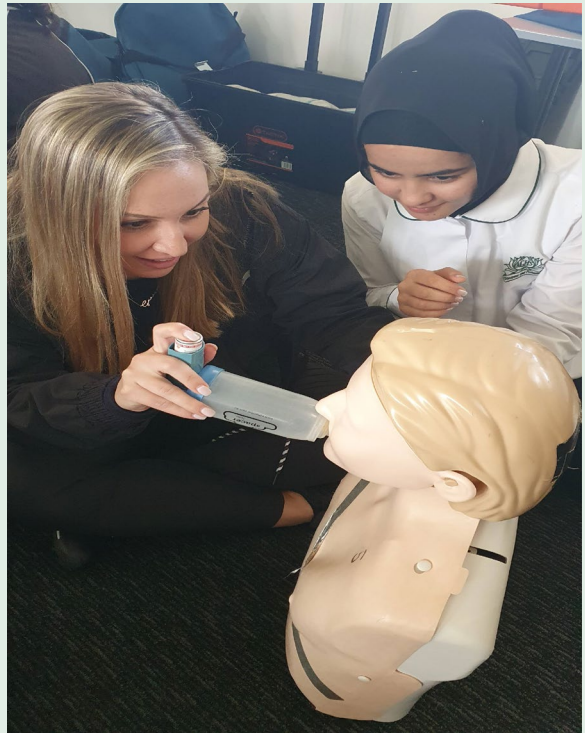
These sessions are from 7:30 - 9:50am on Fridays and Tuesdays over the last 3 weeks.

Year 12 are recommended to make the most of the time leading up to their Higher School Certificate. Students are encouraged to come and see their teachers in the Mathematics Faculty if they need clarification of any questions before their final exam next term. The Mathematics Faculty wish all Year 12 the very best in their exams for a bright future ahead.

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

Fatma Fidanboy
Head Teacher, Mathematics

PDHPE Faculty



Year 11 PDHPE and 12 SLR

This term Year 11 PDHPE and Year 12 SLR engaged in a full day course with the Australian Life Saving Academy NSW. This theory and practical based course was an intensive training experience focusing on Cardio Pulmonary Resuscitation (CPR) and First Aid. Students implemented background knowledge of DRSABCD and other acronyms learnt in class to develop a deeper level of knowledge surrounding emergency situations. Students gained practical hands on skills in CPR, strapping and bandages, asthma, utilising Epi Pens for Anaphylaxis and even safety surrounding poisoning from animals and aquatic life native to Australian Shores.

Ms Kavo, PDHPE Teacher

Science Extension Major Work

It was with great excitement that Doha Goreishi and Zara Hanif submitted this Scientific Research Report.

These fabulous students have spent the past year developing and carrying out their own research project. The students got a real taste of the roller coaster that is scientific research; they experienced all the typical twists and turns, and frustrations and joys that comes with the freedom and responsibility of independent research.

The school is incredibly proud of Doha and Zara. It takes a PhD attitude (persistence, hard work and dedication) to conduct quality research and produce a report to the standard of accepted by scientific journals. Congratulations Doha and Zara!



Dr Lisa Wallis
Science

See below abstracts from their reports

Investigating the correlation between water temperature and water level in the Murray-Darling Basin by Doha Goreishi

Climate change effects have exacerbated the ecosystem issues within Australia's most complex river system, the Murray-Darling Basin. This study explored the correlation between two major climate abiotic factors, water temperature and water level, in order to recognise how the Murray-Darling Basin has been impacted by climate change in the last decade. The collection of secondary data from a northern upstream location (Colignan) and a southern downstream location (Bandiana) was undertaken to ensure that a holistic understanding of the Basin is captured. Each location had two datasets; one from the period of 2009-2010 and another from 2019-2020. Through descriptive statistics, a series of data graphing and correlation tests, it was identified that both locations exhibit a negative correlation between average water temperature and average water level from 2019-2020. A positive correlation was found for the 2009-2010 period of Colignan's data. Prospectively, this study would benefit from further analysis and extensive correlation tests between other climate abiotic factors in order to confidently produce results which are reflective of the entirety of the Basin. This can drive change to water allocation plans for the Murray-Darling Basin and can aid in reducing the stress on the Basin ecosystems.

Investigating the Fidelity of a Multi-Qubit Quantum Computer by Zara Hanif, UNSW SciX Project)

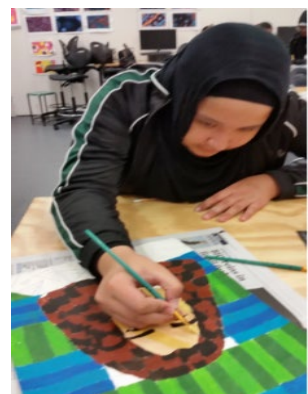
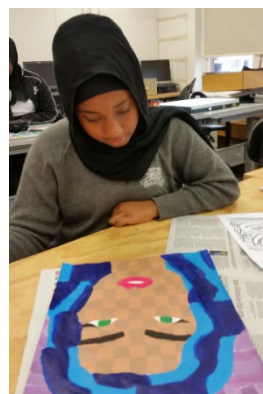
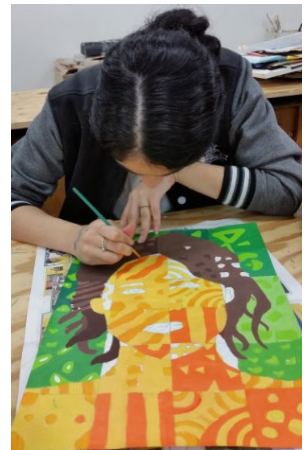
Quantum Computers are fast becoming a potentially revolutionary tool in our society for a variety of practical applications. However, the primary hindrance that quantum computers are facing from widespread use is the amount of error that is involved in larger calculations. This investigation seeks to understand to what extent does the number of qubits involved in a quantum computation affect the accuracy of the calculations. This was achieved by running a Quantum Fourier Transform Algorithm Circuit in a Qiskit notebook program on the Melbourne-16 IBM Quantum Computer multiple times for each qubit up until 10 qubits. A descriptive statistics analysis was performed on the data collected to analyse variability. A What-If analysis (Goal Seek) was then performed which utilised the modelled polynomial relationship and high R-value to create a mathematical model to predict the threshold for 0% fidelity. The data supports the hypothesis that the error increases due to the compounding effect of the qubits, as it shows the fidelity rate decreasing as qubits increase, and the what-if analysis determined 12.8 qubits as the threshold for 0% fidelity. Further testing and collection of data for a number of variables is required to validate the mathematical model.

Visual Arts

Year 8

Portrait painting by Year 8 based on a celebrity. The influencing artist is a contemporary American artist, Chuck Close, who used grids and patterns on his works when the onset of Polio changed his life.

Anna Pasternatsky
Visual Arts



Social Science

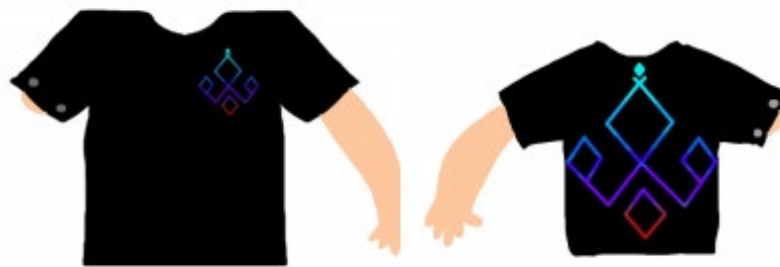
Year 11 Business Studies

Alaa Al Jubouri and Rweida Al-Hasme, Year 11 produced a high quality Business Plan within their Business Studies work. Teachers within Social Sciences were stoked with the effort students made in designing unique products/services, preparing thorough plans & reaching comprehensive understanding of problem solving in advance for business issues.

Natasha Craig

Relieving Head Teacher, Social Science

Business Plan for ADAPTIVE APPAREL



Executive summary

Adaptive apparel is a partnership clothing business that will be located online as an app and a website to suit the needs of individuals with physical limb disabilities. The business is targeted to provide trendy clothing to people aged sixteen to thirty by advertising it on social media platforms such as Instagram and Facebook. It will appeal to the audience because the products will be affordable, in fashion and made to be more comfortable. Additionally, there is no serious competition because adaptive clothing has the competitive advantage of stylish, fitting clothing that is affordable for the disabled. The business itself is a way to focus on the minority, the people who rarely get any attention because of the fact that they do not share similar needs as the majority. This business will be in tune with the changes and trends that occur on social media that then affect society's views and ideas. The business plans to grow and eventually have stores rooted in populated supermarkets. When the demand for the products increases, stores with the eye-catching logo of adaptive apparel will be seen everywhere. The business will include two trusted parties where the costs, time and ideas will be contributed from each party equally, and profits will be distributed fairly. The business also looks to be part of the special needs community and raise as many fundraisers necessary to aid disabled people to afford any life-impacting resources.


Balance sheet for Adaptive Apparel as of 30th June 2024

Assets			Liabilities		
Current Assets	\$	\$	Current Liabilities	\$	\$
Cash at Bank	2,000		Bank overdraft	15500	
Accounts Receivable	12,050		accounts Payable	13000	
Prepaid Expenses	2000		Total Current Liabilities		28500
Stock	5000		Non-current Liabilities		
Total Current Assets		21050	Loan	70000	
Non-current Assets			Total Non-current Liabilities		70000
Equipment	2500		Total Liabilities		98500
Fixtures and Fittings	2000		Owners' Equity		
Land and Buildings	96000		Owners ' Capital	26000	
Total Non-current Assets		100500	Drawings	-2950	
Total assets		121550	Total owners equity		23050
			Total Liability and Owners' Equity		121550


Year 8 Geography

Year 8 have recently produced brochures for their work in Geography. The Social Sciences teachers were especially proud of the fact that the whole grade was so punctual with their submission, high quality results with great visuals and accurate content. (See below)


This temple is called the Ulun Danu temple. It is the most well known temple for the people of Bali. It is an important place because of its history. This temple show the Balinese peoples respect to their fascinating culture. In Bali people love to celebrate events in these temples because it purifies them as it says in their religion.




BALI




Bali is one of the best places because it has extraordinary hotels, Delicious food and unique buildings. In Bali English is the third most spoken language after Balinese and simply Bali. Some tips if you are traveling to Bali is to be cautious of wild animals, be mindful of mother nature, respect the ocean, respect religious customs, don't litter and follow the rules and signs.






Balinese food is usually made from coconuts, garlic, meat, chili pepper and many more natural ingredients. Visitors love these types of foods because they are healthy dishes. The most popular dishes are Nasi ayam and nasi campur, Bebek and ayam betutu and many more. These luxury foods usually or never have cow meat because of the main religion, Hinduism. Food is significant in their religion and culture.




This is the Besakih Temple also known as the 'mother temple' of Bali. Temples like this one resemble stepping pyramids from about 4,700 years ago. People like going to different places to see their culture, religion and interests.

Bali is like paradise, your resort can be on water or land. There are many unique designs of landmarks for example the Ulun Danu Temple and the Besakih Temple. Hinduism is the most common religion, it influences the beautiful designs of most buildings, temples and hotels there. Tourists love to go Bali because of its amazing nature and various places to stay. In Bali there are the most epic tours, for example the Ubud Rice Terraces, Temples & Volcano tour, Ubud Jungle Swing Tour, Bali Full-Day Customized Private Tour, North Bali Sunrise Tour with Dolphins, Waterfalls & Temples and many more.



ku ring gai national park walks

By: Dia Chaker 10GEO.E



Biophysical process – coastal erosion

REFORMING NEW PLACES

Fertile land

Mineral deposits

Coastal erosion

LOSS of NATURAL HABITAT

LANDSLIDES

sinkholes

Year 10 Geography

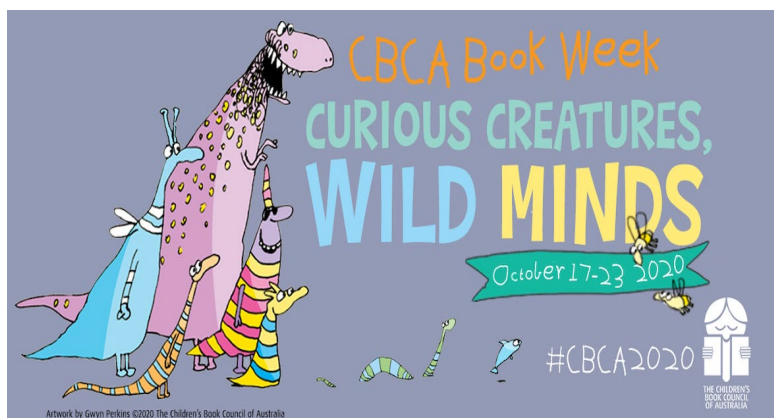
Year 10 Geography are working through an awareness of environmental change & management and have looked into how national parks are acts towards conservation.

Students analysed evidence of Aboriginal & Torres Strait Islander heritage within their chosen national park & have reached insight into how we all play a role in sustainability.

(See left and below)

National parks are enormous regions of open land put in a safe spot for local plants, creatures and the spots in which they live. National parks ensure spots of common excellence, national park is home to numerous endemic species. National parks ensure the best of our characteristic legacy: shocking scenes, remarkable untamed life and great forests. Together with other secured regions they structure the premise of our financial and social prosperity, pull in a large number of guests every year, and help to secure Australia's extraordinary natural life by going about as an asylum for undermined animal varieties. In spite of the fact that they their main role is the security of biodiversity, National Parks additionally convey other important monetary, social, social and medical advantage in Australians. People in the future merit the option to see these common qualities flawless and secured as we do today.

Library



Congratulations to our wonderful readers who completed the Premier's Reading Challenge 2020 this August.

We are so proud of each of you for reading 20 books over a year, and we know most of you have read even more than that. We can look forward to award-giving in Term 4 during Book Week.

The COVID-19 crisis led to the postponement of Book Week until Week 2 of Term 4. Week 2 is also Mental Health Week at AGHS, when we focus on our own and others' psychological wellbeing and ask 'R U OK?' Its concurrence with Book Week seems apt, because reading can help our mental health. Reading can provide us with helpful information and it can also help us relax. Reading can distract us from our immediate problems by transporting us to other worlds. Reading can also help us to become more understanding of different experiences, which is essential for empathising with others' challenges and problems with mental health.

The meaning of this year's Book Week theme, 'Curious Creatures, Wild Minds', may have various interpretations. Perhaps it reminds us that if we are curious readers, our minds will become more imaginative, creative and free? Perhaps Mental Health Week in tandem with Book Week will emphasise for us the importance of being curious and aware and searching for understanding as well as remind us that it is OK to be a 'curious creature', different, unique, our very own special selves. The world with its problems needs curious creatures with imaginative minds who are adaptable, resilient, wise and able to find creative solutions.

During Book Week there will also be extra Audiobooks and eBooks on the topic of mental health in our digital collection. You can do an ordinary search for digital books in our library catalogue, Oliver, via your student portal, or you can find the following link to our digital collection in the 'News' tab in Oliver: <https://auburngh.eplatform.co>

In the 'News' tab in Oliver you will also find our new subscription link to the Online Referencing Generator. It will help you write a bibliography or reference list and teach you how to cite sources correctly. It requires you to enter the details of your source manually, which teaches you how to create a reference correctly.

Finally, new books are always being added to the library collection, so remember to visit the library regularly. As Dr. Seuss said, "You can find magic wherever you look. Sit back and relax, all you need is a book."

**Ms Park,
Librarian**

Online Referencing Generator

Referencing using the Harvard Author-Date System

School Library Association of South Australia

Home Junior Middle school Senior Castle Hill High School

Welcome, you have been signed in.

Junior Bibliography

- Basic selection of sources.
- Citations are created using an abridged Harvard Author-Date system.
- Copy and paste result into bibliography.

Let's begin

Middle School Bibliography

- Wide range of sources.
- Roller describes each element of the citation.
- Enter details into the Harvard Online Referencing Generator - copy and paste into bibliography in alphabetical order.

Let's begin

Senior Bibliography

- Comprehensive range of sources.
- Roller describes each element of the citation.
- Enter details into the Harvard Online Referencing Generator - copy and paste into bibliography in alphabetical order.
- In-text reference examples are given.

Let's begin

Careers

We know this year has been tough for our Year 12s. Coping with HSC preparation during remote learning, and trying to stay focused once we returned, despite the stress COVID has placed on families has been a big ask.

I am so proud to say our girls have come through with flying colours! They have caught up missed work, completed HSC trials with outstanding effort and have actively engaged in the many additional HSC preparation workshops offered online by our university partners, as well as faculty-based holiday workshops here at school.

Many universities have acknowledged that students may not receive final results that truly reflect their abilities, and have therefore added new criteria for early offers. As in previous years, effective leadership and community involvement can secure a place at university for next year, but in addition, students can now also gain early offers based on their Year 11 results in subjects that are directly related to their chosen degree.

At the time of writing, **45 girls have received a total of 72 offers!!** Congratulations to you all!!

These offers are conditional on various criteria ranging from successful completion of HSC exams to, in some cases, attaining reduced minimum ATARs. While these girls need to continue to strive to do their best, these offers have ensured they can feel less stressed about their future, allowing them to focus completely on their final exams.

Ms Diamond and Ms Heemi are currently working on the School Recommendation Scheme for UAC. Students are assessed on a wide range of academic criteria and if successful, will receive offers mid-November. Main rounds of offers will be released after ATARs, with further rounds in January and February. I am confident our girls have bright futures to look forward to.

Students are reminded to **check closing dates for changing preferences** in order to maximise their total offers. Once an offer is officially accepted, the course can be removed from their preference list to make room for another. **A checklist of key dates** is available from the Careers office.

Donna Heemi

Careers Adviser / Relieving HT Secondary Studies



Left:

Some of our successful Year 12s showing how many university offers they already have.

Parent Information

STUDY SKILLS HANDBOOK NEWSLETTER TIP FOR JULY

Multi-tasking? Myth or reality? It all depends on who you talk to...

Ask any student and they will tell you they can multi-task with ease. Do homework, watch TV, listen to music and check their phone all at the same time, no problem. Ask the academic researchers though and a different story emerges.

Dr Larry Rosen, Professor of Psychology at California State University, explains that what is actually occurring in this 'multi-tasking' is 'task switching'. Instead of doing two things at once, students are actually switching their focus from one task to another and back again, in a parallel fashion, at high speed, resulting in them staying on task for an average of only 65% of the time period and for a maximum of only 3-5 minutes at a time. Constant task-switching results in it taking much longer to complete the individual tasks not just due to the interruptions, but also because there are delays as the brain switches between tasks and refocuses. This brief bottleneck in the prefrontal cortex delays the start of the next task and the more intense the distraction, the longer it will take the brain to react.

A study conducted by Dr Rosen's team sent varying numbers of text messages to students in a lecture then tested the students on the content of the lecture. The results were surprising, it was not the number of interruptions that negatively impacted results, it was the time taken by the students to react to the interruptions. Students who responded immediately performed worst on the tests. Those who considered when to check the message and respond (ie in a part of a lecture they deemed less relevant) performed significantly better.

What we can learn from this is that students need to become more aware of their 'task-switching' and make conscious decisions as to when they choose to shift their focus – instead of being enslaved by their technology and at its constant beck and call. We need to teach students that this constant mental task shifting (even thinking about the technology has the same effect as actually checking the technology) takes oxygen and brain activity away from what they are learning. We need to convince our students that it is ok and even necessary to wait, that they don't have to respond immediately and do have the ability to delay their check-in with the cyber world. It is all about learning that we can control our selective attention and choose to ignore distractions.

We need to train the brain to stop thinking constantly about technology. However, resistance for too long can create anxiety and a fear of missing out, creating 'continuous partial attention' in students as oxygen is diverted to activate and maintain thoughts about social media at the expense of classroom material.

Dr Rosen's team has determined the best approach for students who find it difficult to pull back from their technology devices is to set an alarm on their phone for short regular 'tech breaks'. They may start with 15 minutes and gradually increase this amount over time to around 30 minutes. The phone will be face down on their desk on silent mode or off, and when the alarm rings they let themselves check messages and status updates for a minute or two, then set the alarm again. Dr Rosen's studies found that knowing they can check in 15 minutes creates less anxiety, whereas depriving them of the phone completely did not stop them thinking or obsessing about possible e-communications which took away from their ability to focus fully on their homework. It all comes back to teaching the concept of focus.

Finally, Dr Rosen argues that we cannot simply remove technology and other distractions; they are too intricately woven into students' daily lives. Instead students should learn metacognitive skills to help them understand when and how to switch their attention between multiple tasks or technologies.

Visit the Dealing with Distractions unit at www.studyskillshandbook.com.au to learn more about managing your distractions.

Our school's subscription details are –

Username: auburngirls

Password: 88achieve

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 click on **"MAKE A PAYMENT"** you must enter:

- The students name, class/year and reference number **OR**
- The students name and date of birth