



Parramatters

Parramatta High School Newsletter
FAX MENTIS INCENDIUM GLORIAE

"The torch of the mind lights the path of glory"



Our vision is to provide a holistic 21st century education which develops resilient individuals who are active and informed citizens, empowered to think critically and creatively, within an environment that values diversity, equity and resilience.

ISSUE 6

TERM 2, 30TH APRIL 2021

PRINCIPAL'S REPORT



Dear Parent / Carers

As we move into Term two the weather is getting colder and so now is the time for parents to ensure students are warmly dressed in the school winter uniform. Purchase jumpers and jackets from Oz Fashions – the Schools only supplier of the correct uniform.

There have been some changes in the top positions in the DOE with Mark Scott, Secretary, leaving his position.

With new people coming into the department, there is always some changes in policy and requirements the schools must comply with. The setting of targets is one of the changes impacting on school management. We have targets to reach this year in Reading, Numeracy, HSC top 3 bands and Attendance. We are continuing to purchase and run additional programs for students including; - Education Perfect, Edrolo and Elevate. These are academic programs which students can access to improve study technique and curriculum knowledge. Payment of school contributions will mean I can continue to purchase and run these for all students however, we may have to charge students if contributions are not paid. Can I encourage you to support the school with this request and ensure additional resources for all students are a priority? This is a busy term with parent teacher nights and reports a priority for us and also subject selection for students is soon to occur. Please attend evenings and events this term as they arrive to ensure your child makes the best choices possible and hears important feedback on progress to assist them. Strive for success

Domonique Splatt
Principal

PARRAMATTA HIGH SCHOOL GROUNDS CAFÉ GRAND OPENING:

The Parramatta High School Grounds Café officially opened on Monday 26th April. The Café is open to all staff and students and specialises in Barista made Coffee, Tea, Cakes and assorted Deserts.



CALENDAR 2021

TERM 2

Week 3

7 – 10 Half Yearly Exams – May 3
Sydney Thunder Leadership Program – May 5

Week 4

NAPLAN – May 11 - 12
7 – 10 Half Yearly Exams – May 14
NAPLAN Catch Up – May 14
Year 7 Vaccinations – May 14



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ANZAC DAY

Anzac Day Ceremony 2021

On Sunday, 25th April, students from the SJL, SRC and School Captain, attended the Parramatta RSL Dawn Service at Prince Alfred Square in Parramatta. It was an early start for us, having to meet at 4:30am to show our respect; to honour and commemorate those that had given their lives during the Gallipoli campaign during WWI (and other global conflicts). It was a solemn and humbling experience, as we had time to reflect on what it meant for these men to give up their families, friends and ultimately, their lives, for us to have the world in which we live today.

Anzac Day holds a lot of importance to Australia's history – it's one of the very first moments post-Federation, that we, as a population, came together to unite as a nation. Men and boys, some no older than 14, joined willingly and eagerly, alongside our New Zealand counterparts. And so, the Australian and New Zealand Army Corps (ANZACs) was born – both countries so unaware and naïve of the true experience that warfare can bring.

The 1915 Gallipoli campaign was *supposed* to be a successful campaign, but instead, it became one that revealed the difficult nature of war, and the trauma and shellshock felt by the men. Over the eight-months, Australia saw approximately 25 000 casualties, including 8 700 that were killed or died of wounds or disease. On 25th April 1916, the first Anzac Day commemorative service was held in Australia, including at Parramatta High School. Each year on this day, we have taken a moment to reflect on the events at the Gallipoli Peninsula and the lives lost or impacted, including those on the home front.

It was a privilege to take our students to this year's Dawn Service, especially having limited opportunity in 2020 – and I hope to continue on our school's tradition next year.

Ms. Millhouse
SRC Coordinator



MEET OUR HT WELLBEING

Student wellbeing is essential not only for academic success, but also for emotional, social, physical and spiritual development both within and outside the parameters of school. Teachers play an integral role in helping students to develop the skills necessary for such development - skills including empathy, resilience, decision-making and leadership and as such Parramatta High School has appointed a Head Teacher Wellbeing. Our Head Teacher Wellbeing (Mr Daniel Ghossain) is responsible for supporting a wide variety of student wellbeing programs across PHS; more specifically this role involves the following:

- Supporting students with identified and diagnosed needs that require further support.
- Working with our Learning Support Team to advocate on behalf of parents and students.
- Inter-agency liaising on behalf of the School Principal to support students and parents e.g. Health NSW, Housing NSW, Stewart House, TAFE NSW and more.
- Responding to and liaising with staff and students regarding bullying and acting on these reports.
- Development and facilitation of support programs for students such as RAISE, Elevate and others.

- Development and delivery of professional learning for staff regarding the support programs on offer at PHS.
- Supporting and leading the school's wellbeing team and leadership groups.
- Parental meetings in relation to support structures and the information available to them.

Our Head Teacher Wellbeing is available for support for each of our students.



NATIONAL DAY OF ACTION AGAINST BULLYING AND VIOLENCE
FRIDAY 19TH MARCH 2021

OVER THE PAST TERM, PHS STUDENTS PARTICIPATED IN THE NATIONAL DAY OF ACTION AGAINST BULLYING AND VIOLENCE (NDA).

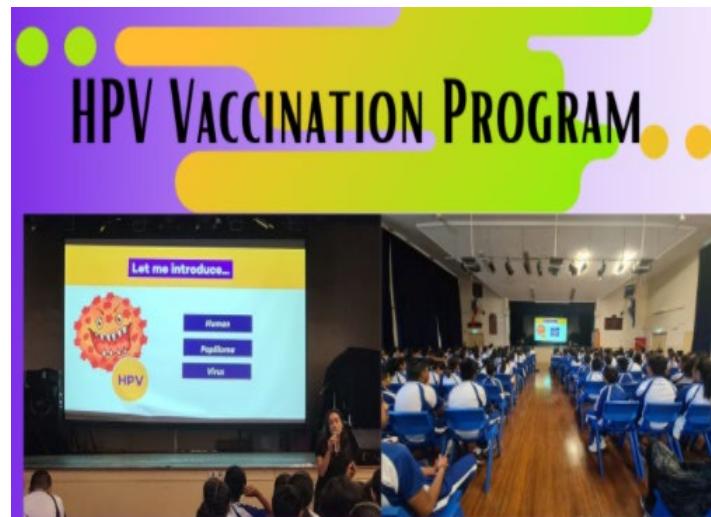
STUDENTS PLEDGED TO BE UPSTANDERS.

WHAT IS AN UPSTANDER?
A PERSON WHO SPEAKS OR ACTS IN SUPPORT OF AN INDIVIDUAL, PARTICULARLY SOMEONE WHO INTERVENES ON BEHALF OF A PERSON BEING BULLIED.

OVER 1000 STUDENTS PLEDGED THEIR SUPPORT AND A SEA OF HANDS WAS CREATED OUTSIDE THE LIBRARY FOYER IN SUPPORT OF THE NDA WITH MESSAGES OF SUPPORT.

MR GHOSSEIN - HEAD TEACHER STUDENT WELLBEING

BULLYING NO WAY! TAKE A STAND TOGETHER



HPV Vaccinations are approaching for Year 7.

Students participated in an information session by a guest speaker discussing what exactly is HPV and the reasons behind taking the vaccine. Make sure you hand in your immunisation documentation to get the HPV vaccination

What is HPV?

HPV stands for human papillomavirus.

HPV is a common sexually transmitted infection which usually shows no symptoms and goes away by itself, but can sometimes cause serious illness.

Why should you think about receiving the HPV Vaccine?

A vaccine called Gardasil 9 has been developed that protects against nine HPV types which cause around 90% of cervical cancers in women (and the majority of other HPV-related cancers in women), 95% of all HPV-related cancers in men.



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THE IMPORTANCE OF SLEEP FOR OUR TEENAGERS

Sleep benefits the brain and promotes attention, memory, and analytical thought. It makes thinking sharper, recognising the most important information to consolidate learning. Sleep also facilitates expansive thinking that can spur creativity. Whether it's studying for a test, learning an instrument, or acquiring job skills, sleep is essential for teenagers! Last Thursday 22nd April, all Year 11 and 12 students attended a special seminar at Parramatta High School presented by the 'Sleep Doctor'-sleep expert Dr Carmel Harrington. Dr Harrington is an internationally recognised sleep expert, having worked in the field for the past 20 years. She provided invaluable information to students regarding the significance of good sleep as essential to mental and physical wellbeing. Dr Harrington provided compelling scientific data from extensive research conducted on the impact of poor sleep on our moods, our ability to make complex decision and solve problems, and our ability to perform effectively and efficiently in the workplace, the classroom and in assessment tasks and examinations.

Students in Year 11 and 12 were asked to keep a Sleep Diary to monitor their sleeping patterns and the impact on their physical energy, mood, and thinking. A copy of this Sleep Diary has been included. Please check in with your child about their sleeping patterns and have some positive discussions about how you can help them monitor and improve their sleeping habits.

HOW MUCH SLEEP DO WE NEED?

Research shows that the developing brain of a teenager needs between 9-10 hours of sleep each night, and mature adults require, in general, between 7-9 hours.

Sleep is vital to both our short and long term health. Chronic (ongoing), inadequate sleep or sleep deprivation can result in:

- Risk of succumbing to more cold and flu infections

- Chronic diseases such as hypertension, type 2 diabetes, obesity and a shorter life span
- Poor mood state e.g. moodiness, irritability, agitation, aggression, apathy
- Poor mental health e.g. chronic depression
- Slower thought processes, decreased alertness
- An increase in error rate when completing tasks
- Flawed judgments
- Poor memory and concentration difficulties
- Decreased learning ability
- Reduced academic and sporting performance
- Increased number of 'sick days' from school (or work) because of tiredness
- And 7 times more likely to be involved in motor-vehicle or occupational accidents

PREVENTING SLEEP DEPRIVATION IN TEENAGERS – TIPS FOR PARENTS

- Try not to argue with your teenager about bedtime. Instead, discuss the issue with them. Together, brainstorm ways to increase their nightly quota of sleep. Suggestions include:
- Allow your child to sleep in on the weekends.
- Encourage an early night every Sunday. A late night on Sunday followed by an early Monday morning will make your child drowsy for the start of the school week.
- Decide together on appropriate time limits for any stimulating activity such as homework or screen time. Encourage restful activities during the evening, such as reading.
- Avoid early morning appointments, classes or training sessions for your child if possible.
- Help your teenager to better schedule their after-school commitments to free up time for rest and sleep.
- Assess your teenager's weekly schedule together and see if they are overcommitted. Help them to trim activities if they are.

- Work together to adjust your teenager's body clock. You may like to consult with your doctor.

TOP SLEEP TIPS FOR TEENAGERS

The typical teenage brain wants to go to bed late and sleep late the following morning, which is usually hard to manage. You may be able to adjust your body clock but it takes time. Suggestions include:

- Budget eight hours of sleep into your daily schedule and keeping that same schedule on both weekdays and weekends.
- Maintain a regular bedtime and wake-up time
- Adopt a relaxing bedtime routine; for example, one hour before bed turn off all technology and dim all lighting. Perhaps have a hot shower and a hot milky drink before bed, or use meditation or mindfulness activities. Gentle yoga may also help.
- Avoid screens such as computers, TV or smart phones, loud music, homework or any other activity that gets your mind racing for at least an hour before bedtime.
- Avoid stimulants in the evening like coffee, tea, soft drinks and energy drinks.
- Do exercise, but not within 3 hours of bedtime
- Finish eating 2-3 hours before bedtime
- Keep your bedroom cool, dark and quiet at night. Your brain's sleep-wake cycle is largely set by light received through the eyes. Try to avoid watching television or using smart phones right before bed. In the morning, expose your eyes to lots of light to help wake up your brain.
- Do the same bedtime routine every night for at least four weeks to make your brain associate this routine with going to sleep.
- Start your bedtime routine a little earlier than usual (for example, 10 minutes) after four weeks. Do this for one week.
- Add an extra 10 minutes every week until you have reached your desired bedtime.
- Get active during the day so you are more physically tired at night.
- Set up a comfortable sleep environment.

- Avoid staying up late on the weekends. Late nights will undo your hard work.
- Remember that even 30 minutes of extra sleep each night on a regular basis makes a big difference. However, it may take about six weeks of getting extra sleep before you feel the benefits.

Ms Kougelos-Deputy Principal (Stage 6)

SPORT REPORT

Years 7 and 8 are currently partaking in the athletics program from Athletics Australia, learning the key techniques in throwing a javelin, shot put and discus.



Upcoming Events in the short coming weeks...

- 19th May: Zone Cross Country for 12's, 13's, 14's, 15's, 16's and 17-year age groups.

Students wishing to partake in the Zone Athletics Carnival will need to sign up in the PDHPE staff room as trials will begin in Week 4. Please check your email for information.

- 27th May: School Athletics Carnival

The School Athletics Carnival will be held at Auburn Athletics Field on the 27th May. This is a compulsory School event for all students. Permission notes with details on cost and transportation will be given to students shortly. House Captains will be at the venue wearing their house colours to support and encourage students to participate.

Ms Yilmaz Sports Organiser



In Term 2, Year 7 have been observing, drawing, and rendering realistic renditions of objects for their Still Life drawings. They have been learning to create shadows and 3D forms on paper, while studying the Dutch art style- *Vanitas*. Objects reminding us of life, mortality, and humility are used as subject matter for these outstanding works of art!



LIBRARY NEWS



2021 BOOK CLUB/READING CLUB

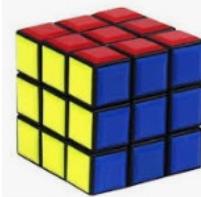
Register your interest for a Book Club/Reading Club in the Library!

The plan is to have short meetings during recess and/or lunch to discuss what you are reading/recommendations/feedback/reviews/make new friends!

Join the Rubiks Cube CLUB and enter the Rubiks competition!

Solving the rubiks cube helps to improve skills in problem-solving, critical thinking, patience and perseverance. It also improves hand to eye coordination, general concentration, creative and logical reasoning.

So join the Rubiks Cube Club and enter the Rubiks Competition! Come to the library and see Mr Chakar for further details.



Join the Library Chess Club and enter the Chess Competition!

Chess is an engaging activity that helps develop students' **critical thinking skills**. Evidence shows that chess improves **problem solving, decision making and lateral thinking**.

So join the **Chess Club** and enter the **Chess Competition**! Come to the library and see Mr Chakar for further details.



CAREERS REPORT

Welcome to the new term.

Firstly, a fantastic document produced by Study, Work, and Grow- our careers website providers- entitled '**A report into subject selection**'. This excellent document is a must read for all year 10 students and parents, and even those in years 11 and 12. I found it enlightening and will also give a copy to all our staff. Subject selection preparation will begin in a few weeks for year 10 and this is a good start to make everyone think a little about the process. The report will be provided at parent/teacher night.

I have just returned from a trip to Canberra where I visited three Universities- ANU, Canberra University and ACU. All three are excellent options in their own way, and I encourage students to look at regional universities when choosing their tertiary pathways as they provide a whole experience, not just academic, but living away from home, social life etc. Canberra is made up of 25% of students studying, so it is a great place for a young person to live, study and play!

UNSW will be talking to the year 11 and 12 students this week at assembly. Macquarie Uni will hold a lunchtime session for interested students on Thursday 20th May. UTS will be visiting on the 16th May.

Career Expo notes and payments have now closed and I am looking forward to taking the year 10 and 12 students to the expos' in June.

Several year 10 students have completed work experience placements and they have all been given excellent reports. Please remember if your child wants to do work experience they need to give me at least two weeks' notice. They also need to plan around assessment tasks and exams. Term 4 the best time for work experience.

UAC books have arrived for year 12 and I will let them know when they can get their copy.

Michelle Ibrahim
Careers Adviser

NAPLAN 2021

NAPLAN on paper –
information for parents
and carers



2021

Your child will do the NAPLAN tests on paper

Federal, state and territory education ministers agreed that all schools will gradually transition from the current paper-based NAPLAN to NAPLAN Online in order to provide a better and more precise assessment that is more engaging for students.

State and territory education authorities will determine when their schools move online. The current plan is for all schools to transition to NAPLAN Online by 2022.

Why do students do NAPLAN?

The National Assessment Program – Literacy and Numeracy (NAPLAN) assesses literacy and numeracy skills that are essential for every child to progress through school and life.

Students in Years 3, 5, 7 and 9 participate in the annual NAPLAN tests in reading, writing, language conventions (spelling, grammar and punctuation) and numeracy.

The assessment provides parents and schools with an understanding of how individual students are performing at the time of the tests. NAPLAN is just one aspect of a school's assessment and reporting process – it does not replace ongoing assessments made by teachers about student performance.

NAPLAN also provides schools, education authorities and governments with information about how education programs are working and whether young Australians are achieving important educational outcomes in literacy and numeracy.

What does NAPLAN assess?

NAPLAN assesses literacy and numeracy skills that students are learning through their regular school curriculum. All government and non-government education authorities have contributed to the development of NAPLAN materials.

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Education

Students are assessed on the same literacy and numeracy curriculum content, regardless of whether they complete the tests online or on paper. Results for both formats can be reported on the same NAPLAN assessment scale.

What can I do to support my child?

On its own, NAPLAN is not a test that can be studied for and students are not expected to do so.

You can support your child by reassuring them that NAPLAN is just one part of their school program, and by reminding them on the day to simply do their best.

ACARA does not recommend excessive preparation for NAPLAN or the use of services by coaching providers.

Teachers will ensure students are familiar with the types of questions in the tests and will provide appropriate support and guidance.

See examples of NAPLAN questions at nap.edu.au/naplan

Participation in NAPLAN

All students in Years 3, 5, 7 and 9 are expected to participate in the annual NAPLAN assessment. Students with disability may qualify for adjustments that reflect the support normally provided for classroom assessments. You should discuss the use of any adjustments for your child with your child's teacher.

A student with a disability that severely limits their capacity to participate in the assessment, or a student who has recently arrived in Australia and has a non-English speaking background, may be granted a formal exemption.

Your school principal and your local test administration authority can give you more information on special provisions or the process required to gain a formal exemption.

What if my child is absent from school on NAPLAN days?

Where possible, schools may arrange for individual students who are absent at the time of testing to complete missed tests at another time during the testing week.

How is my child's performance reported?

Individual student performance is shown on a national achievement scale for each assessment. A result at the national minimum standard indicates that the student has demonstrated the basic literacy and numeracy skills needed to participate fully in that year level.

A NAPLAN individual student report will be issued by your child's school later in the year. If you do not receive a report, you should contact your child's school.

NAPLAN timetable

The NAPLAN assessment window starts on Tuesday 11 May and finishes on Thursday 13 May 2021.

The paper test scheduling requirements are detailed in the table below.

How are NAPLAN results used?

- Students and parents may use individual results to discuss progress with teachers.
- Teachers use results to better identify students who would benefit from greater challenges or extra support.
- Schools use results to identify strengths and areas to improve in teaching programs, and to set goals in literacy and numeracy.
- School systems use results to review programs and support offered to schools.
- The community can see average school NAPLAN results at myschool.edu.au

Where can I get more information?

For more information about NAPLAN:

- contact your child's school
- contact your local test administration authority at nap.edu.au/TAA
- visit nap.edu.au

To learn how ACARA handles personal information for NAPLAN, visit nap.edu.au/naplan/privacy

Paper test	Tuesday 11 May	Wednesday 12 May	Thursday 13 May
Language conventions This test assesses spelling, grammar and punctuation	Year 3: 45 min. Year 5: 45 min. Year 7: 45 min. Year 9: 45 min.		
Writing Students are provided with a 'writing stimulus' (sometimes called a 'prompt' – an idea or topic) and asked to write a response in a particular genre (narrative or persuasive writing)	Year 3: 40 min. Year 5: 40 min. Year 7: 40 min. Year 9: 40 min.		
Reading Students read a range of informative, imaginative and persuasive texts and answer related questions		Year 3: 45 min. Year 5: 50 min. Year 7: 65 min. Year 9: 65 min.	
Numeracy This test assesses number and algebra, measurement and geometry, and statistics and probability			Year 3: 45 min. Year 5: 50 min. Year 7: 65 min. Year 9: 65 min.