



# MHS Newsletter

Term Two, 2023

# Principal's Report



*I acknowledge the Wonnarua people, traditional owners of the land on which the school proudly continues the tradition of teaching the young, and I pay my respects to all Aboriginal and Torres Strait Islander elders, past, present and emerging, and extend that respect to all Aboriginal people in our community.*

Dear families of MHS,

Welcome to Term 2, 2023. The year has opened very positively and you can all be proud, as we are, of the way students embraced their responsibility to keep their phones off and away during class time and engage in productive learning. The Senior Executive (principal and deputy principals) engage in learning walks visiting each of our 60 classrooms each and every period, to support teachers to teach students in well-ordered and effective classrooms. It is a process we have all much enjoyed and one that we will continue to do throughout 2023.

This term, our focus is on effective student engagement in settled and productive classrooms. This means that we are emphasising 'partner voice' in classroom group work and all students attending school with equipment and books to complete all work by the end of each period.

## Staff Changes

At the end of Term One, Deputy Principal, Year 8 & 11, Andrew Robinson, moved to Rutherford Technology High School as deputy principal. This means we have reallocated Year group deputies to accommodate this change:

- **Deputy Principal Years 7, 9, 11 is Ms Melissa Schatz**
- **Deputy Principal Years 8,10, 12 is Mr Andrew McKay.**

While our English head teacher is on Leave, the other two head teachers in the English faculty, Ms Stacey Diessel (Head Teacher Senior Studies) and Ms Brooke Wakeman (Head Teacher Teaching and Learning) are leading the English faculty.

## Year 7- Year 12 Parent Teacher Evening Monday, 8 May: 3:30pm-6:30pm

We look forward to seeing you at our Parent Teacher afternoon next week! Please book your appointment via our Sentral Parent Portal. Ms Donna Chapman-Hardy has sent out messages to all parents on 1/5/2023. Bookings opened on Tuesday 2/5/2023 and will close on Monday 8/5/2023 at 9am. We will have light refreshments and nibbles and we have booked a coffee cart!

## School Photos this week, Friday 5 May!

Please ensure your young person is at school this Friday as we have our Official photographs occurring. This is also when students get their photo ID cards which are incredibly useful. Students need to be in full school uniform and neat and tidy in appearance.

# The Resilience Project



**Parent Hub link:** <https://theresilienceproject.com.au/2023-parent-carer-hub-inspire-martin>

Many DoE schools have been funded to participate in the Resilience Project and this week our students start this extremely positive mental health program fostering resilience in young people. All parents and carers have received information and parent access for this program from our Head teacher Wellbeing, Mrs Sarah Gambrill.

The Parent Inspire Content includes access to dedicated Inspire Parent and Carer Hub (can be accessed anytime via a secure link, no login required). This hub hosts all the parent Inspire videos, that will introduce families to the program and our GEM principles. As well as links to research and additional resources, and wellbeing activities for families to try.

On Tuesday, 2/5/2023, the Resilience Project was launched with every year group over the course of the day. Student reception of today's workshops was simply amazing in terms of their buy in and valuing of the material presented to them by our specialist presenters! I am absolutely thrilled that students and staff alike are really impressed with the project. What a great start!



**RESILIENCE PROJECT**

**G.E.M.**

<p><b>GRATITUDE</b></p> <p>Paying attention to what you have and not worrying about the things you don't have.</p> <p>What are you looking forward to this month?</p>	<p><b>EMPATHY</b></p> <p>Understanding how other people feel and being kind.</p> <p>Who are you going to be nice kind to this month? Don't write the answer to this question. Think about someone who needs some extra support and what you will do to help them?</p>	<p><b>MINDFULNESS</b></p> <p>Being in the moment and feeling calm and relaxed.</p> <p>What are you going to do this month to help you feel calm and relaxed?</p>
---	---	--

**REFLECTION**

1. What was the best thing that happened to you this month?

2. How did it make you feel? Circle the emoji below.

😊	😐	😄	😞	😡	😱
🥰	😬	😏	😓	😠	😨
😇	😇	😇	😇	😇	😇
😇	😇	😇	😇	😇	😇

**FEBRUARY 2023**

**WHAT ARE YOU THINKING?**

No one can be positive and happy all the time. In fact, trying to be positive and happy all the time actually makes us unhappy.

Research tells us that we naturally dwell on negative thoughts. We also know that thinking negatively all the time can have an impact on decisions we make and how we approach life's challenges.

**SO, WHERE ARE YOUR THOUGHTS AT?**

Are you a **THOUGHT GO** and keep trying? Type of thinker?

OR

This is too hard, I might fail so I'm not going to do it type of thinker?

INSTEAD OF...	TRY THINKING THIS...
I'm not good at this	What am I missing?
I give up	I'll use some of the strategies I've learnt
This is too hard	This may take some effort
I just can't do this	I can always improve so I'll keep trying
This is impossible	It may be difficult but it's possible
Why does this always happen to me?	This is just one bad day

# MHS Values

All students have the right to learn in settled and productive classrooms.

All students are valued, equal and unique and are supported to set high personal learning goals for a positive future.

All students have a right to be free from anti-social, aggressive or threatening behaviour in the playground.

All students have the right to make a fresh start, every day, knowing that teachers believe in them to become their best selves.

All students have at least one identified staff member at MHS who they can trust and turn to for support.

All students belong in this school.



Our school does not tolerate bullying and harassment. This is quite distinct from friendship fall outs or one-off arguments, it is sustained negative behaviour directed towards an individual which makes them feel miserable. Unfortunately, over 90% of peer conflict occurs over social media after school hours and frequently on the weekend. Please report this to the eSafety Commissioner [Online safety | eSafety Commissioner](#) and to



police.

I want help with

SEARCH

REPORT ABUSE

Please let us know so that we can monitor and control for any harassment at school.

Unfortunately, antisocial behaviour is prevalent in society and as such, can also occur in schools. If you child experiences bullying or harassment at school, please let their deputy principal know immediately so we can act promptly on the matter. Students who bully and harass others are suspended from school and have supervised playground access on their return to school.

# Hard and Fast 5

At MHS, the following are never tolerated:

- Physical violence
- Bullying, harassment
- Alcohol or drug use
- Swearing at a teacher
- Persistent disruption



**They will result in Suspension.**

# MHS Classrooms

No disruptive or disrespectful Behaviour in class

Mobile phones are never used in class

Equipped and engaged in learning.

No excuses.





## School Facilities

Our school is currently undergoing a series of upgrades: classrooms and hallways have been repaired across the school; every classroom is now air-conditioned under the Department's Cooler Classrooms program; LED light panels are being installed; a full electrical upgrade is nearing completion; all the school's IT servers have been upgraded and our new Aboriginal Learning and Engagement Centre has had footing poured and is well underway, for anticipated completion and launch, before the end of this Term.

## Mobile Phones at MHS from T4 2023

I am sure most families are aware that the new NSW Government is mandating mobile phone restrictions for students in State schools, in line with other Australian states and territories. This move has many positives and has already been successfully adopted by a number of high schools in NSW. Enabling young people to communicate directly and reduce their social dependence on mobile phones will be extremely beneficial.



To that end, I have purchased Phone Locker phone pouches for all students. The phones are locked into each student's pouch as they enter the school grounds and students then keep their phones with them in their bags. At the end of the school day, the phone pouches are unlocked as students leave the school grounds. As we get closer to Term 4, families will receive ongoing information about this important new initiative.

Sample photo only. Our pouches will have the school crest and student name section and will come in black, red and gold.

## Early arrivals at school

There are increasing numbers of students arriving at school before supervision begins at 8:30am. Most concerningly, many of these early arrivals are at school before 7:30am. Please ensure your child is not dropped at school before any supervision is available to care for them. If there are any extenuating circumstances, please contact your child's deputy principal so that we can endeavour to accommodate them.

## School Day changes 2024

We have had ongoing issues with school buses which either arrive late or too early at the beginning and end of our school day. This has resulted in students often having lengthy waits in the school playground after school before their bus arrives; other families seeking significant early departures for their child to catch early buses; a bus that arrives at 3:12pm when the school day finishes at 3:10am and; a bus that frequently arrives at school after classes have begun. The end result appears that the bus timetables cannot be changed. To that end, I would like to advise families that in 2024, it is proposed that the school day will start later, likely around at 9:15am and finish later, around at 3:30pm, to address these issues.

## Road Safety



Our school environment is extremely busy at the beginning of each day, with buses coming and going, along with families picking up their children. Unfortunately, we have had a number of incidents where students have been hit by cars over the last few years- luckily, none seriously. However, the concern is great. I have been working with our Assets Management Unit and Maitland City Council's Road Safety Officer to resolve the problem. One of the first steps will be to control entry and exit points for greater safety, so after Assets and Council have assessed the best entry and

**Please watch for students crossing the road at the end of the day.**

**Observe 40km/hr speed limit.**

**Please do not park in Bus Zones as it also impacts driver vision of students crossing the road.**

exit points, some of our other gates will be closed. I will provide further information once this has been established. In the interim, can I please ask that parents/carers do not park in bus bays and that the 40Km/hr speed limit is strictly adhered to for the safety of all our students.

## Communication

**Most of our information is now pushed out via Sentral Parent Portal** which enables us to provide precise and targeted information to parents and carers of specific year groups/classes etc, based on what is directly relevant to them. The Sentral Parent Portal is also how you can access other important information such as Student Reports and it can be accessed through our Website initially: [Home - Maitland High School \(nsw.gov.au\)](https://www.nsw.gov.au)

STUDENT ACCESS	STAFF ACCESS	PARENT ACCESS
Canvas Student Manage your learning	Canvas Teacher Teaching and Learning	Canvas Parents Access Assessments and Marks
Sentral Student Portal Timetables and Daily Notices	Sentral Student Management	Sentral Parent Portal Attendance and Reports
DoE Portal Email and Learning Tools	Sharepoint School Organisation	Facebook Like Us!
Year 7	Year 8	Year 9
Year 10	Year 11	Year 12
Year 7 2024	Bell Times	Uniform Shop

Please also follow us on facebook as this is where we also place celebratory photos and information, as well as urgent reminders and upcoming events. Make sure you have our official page: [Maitland High School - Official | East Maitland NSW | Facebook](https://www.facebook.com/maitlandhs)

## Winter Uniform

The weather has certainly turned towards Winter and students need to wear warm Winter uniform. If any family is under financial pressure, please email the school with the subject line; Student Assistance and uniform can be provided. [Maitland-h.school@det.nsw.edu.au](mailto:Maitland-h.school@det.nsw.edu.au). Please note that jumpers other than those that are plain black or school uniform jumpers with crest, are not permitted. Jumpers/sloppy Joes with other logos and in different colours are not permitted, nor are jeans or other items of casual wear. In particular, students who attend out of uniform infringe school safety as it makes it hard to see intruders on the grounds when they no longer stand out in casual dress. **Tights and short shorts** (shorts shorter than mid-thigh) **are not appropriate uniform and are not to be worn.** Tights may be worn under skirts but not as a substitute for long pants.



Students may wear black tracksuit pants for added warmth and comfort through the winter months, in addition to long black trousers or slacks.



### 2023 School Plan

Our 2022 Annual Report is available on our school website: [2022 Annual Report](#).

2023 school planning solidly encompasses focus on continually improving our teaching practice to improve student learning outcomes. Consistent, high expectations, high support learning achievement and behaviour for every student across the school. Below is an outline of our Strategic Directions and their initiatives:

SIP SD1	SIP SD2	SIP SD3
<b>Student Growth &amp; Attainment</b> (Sen Exec lead) <b>Initiative 1: Improved Student Achievement</b> Activity 1 – NAPLAN Improvement Activity 2: HSC Improvement Activity 3: Academic Achievement Culture  <b>Initiative 2: Attendance &amp; Retention Plan</b> Activity 1: Guided Attendance Plan implementation Activity 2: Perfect Presence / SIFE  <b>Initiative 3: Aboriginal Education</b> Activity 1: SSS HSC Attainment/Cultural Identity- Stage 5 Activity 2 HSC Retention & Achievement -Stage 6 (ALEC)	<b>Continuous Improvement in Teaching Practice</b> (HTs faculty lead)  <b>Initiative 1: Best Practice Teaching &amp; learning</b>  Activity 1: HT Instructional Leadership Explicit Teaching & programming  Activity 2: Differentiation, Programming, Assessment, teaching strategies development.  <b>Initiative 2: Learning Walks</b> Activity 1: Senior Executive classroom monitoring Activity 2: Head teacher classroom teacher support	<b>School Wide Procedural Consistency</b> (Principal, HTWBs lead)  <b>Initiative 1: Student Learning &amp; Wellbeing Procedures</b> Activity 1: Student Behaviour Management Practices Activity 2: Positive Behaviours for Learning  <b>Initiative 2: School-wide High Expectations</b> Activity 1: High Expectations/High Support teacher, student, parent partnerships.  <b>Initiative 3: Using Data to LEED school Improvement.</b> Activity 1: HTs drive data sets

There are three Strategic Directions (SDs) in the School Improvement Plan (SIP) which encompass a range of initiatives that critically involve teaming with our parents and carers. It is unpacked more meaningfully for you, below:

### Partnering with parents and carers to support our young people to reach their full potential.

**Strategic Direction 1 encompasses DoE System targets in student academic achievement**, measured by NAPLAN, HSC, Attendance and Aboriginal student achievement improvement across the school. It is critical to the success and wellbeing of our young people that the school and families work together to achieve each young person's full potential. To that end, our partnering with you in the following areas is our continuing focus:

ACTION	SCHOOL	FAMILIES
<b>School Attendance</b> This is the bedrock of success and is most powerful thing we can do to ensure our young people achieve futures which provide them with lifestyle choice and employment in a career they enjoy.)	<b>We will notify parent/carers of absences and call to offer support</b> in cases of falling attendance, or attendance below 90%. N.b 90% is not having high attendance, (it equals 10% of the entire year absent, or 20 days) but it is when we really start to worry.	<b>Please reinforce with your young person that every day really does matter.</b> One day a fortnight is the equivalent of a month of missed learning. Having a day off from work a fortnight is clearly unacceptable and school is no different. It is not possible for your young person to achieve their potential when there are significant absences from school.



<p><b>Literacy &amp; Numeracy</b></p> <p>Foundational skills that continue to develop the more we read and become familiar with written language using a wide variety of written material.</p>	<p><b>Every class across the curriculum has an emphasis on building reading, spelling, punctuation grammar, writing and numeracy skills development</b>, including: guided reading in class, spelling and vocabulary lists, and focus on writing well for a range of purposes and audiences.</p>	<p>Year 7-10. Please encourage your young person to read for at least 1/2 hr every day. Reading something for enjoyment before bedtime is a great habit as it builds comprehension, vocabulary and spelling skills through exposure to written language in a variety of forms.</p> <p>Have your child read something to you which is short and of interest to them – even a paragraph will suffice. Unpack with them what it was about and how it is written in an interesting or easy to understand way.</p> <p>Test your young person's spelling and comprehension by asking to see their spelling lists for a subject and running them through the correct spelling and meaning of each word.</p> <p>In ordinary conversation, when amounts/measurements time pops up, equate values that are the same e.g:  <math>\frac{1}{4} = 25\% = 15 \text{ minutes} = 1 \text{ in } 4 \text{ etc}</math></p>
<p><b>HSC Achievement</b></p> <p>2 hrs min study in Year 11; 3 hrs min study in Year 12 , daily.</p>	<p>We encourage young people to <b>make the most of their study periods</b> throughout the day. One study Period = an hour and one of the best ways to make the most of their time, particularly when there is work, family commitments, sport and life to factor in, too. <b>We have a Senior Study Centre and a Head Teacher Senior Studies</b> specifically dedicated to supporting senior students outside of regular class time.</p>	<p>Encourage your young person to use their study planner to organise their assessment tasks and study;</p> <p>Encourage them to study in chunks of 45min –1hr blocks and to take refresh breaks to have something to eat and drink and talk with family members.</p> <p>Contact us <i>early</i> if you feel your young person is becoming too stressed about the HSC, we're here to help.</p>
<p><b>Aboriginal Student Achievement</b></p>	<p>The school is committed to increasing the number of Aboriginal and Torres Strait Islander students who achieve their full academic potential and HSC. We have our <b>new Aboriginal Learning Education Centre (ALEC)</b> currently being built. To this end, all classrooms are being improved to communicate that they are <b>culturally safe and welcoming places; additional support personnel</b> are being employed; The school has engaged the services of NASCA Girls Academy which will see two full time Aboriginal mentors join the school; every student also has a <b>mentor</b> and a <b>Personalised Learning Pathway (PLP)</b> and every faculty is increasing their support for senior students to achieve their HSC.</p>	<p>Work with us to develop your young person's PLP, set goals and plan success.</p> <p>Discuss career goals at home and ring the school early if your young one is starting to struggle with school work or motivation so that we can organise to get them back on track and feeling successful. Chantal Tanna is our Aboriginal Community Partnerships Officer, so please feel free to contact her, or your young person's deputy principal, year adviser or PLP mentor.</p>

**Strategic Direction 2 is focused on the continual improvement of the school's teaching, learning and leading practices** and largely involves professional learning and consistent teacher practice using successful, evidence-based classroom teaching strategies. However, please be aware that the focus is on high expectations, high support, so if we contact you about your young person, it is because we want to improve their learning and to act early in doing so.



ACTION	SCHOOL	FAMILIES
<p><b>Best practice teaching</b></p>	<p>All our staff are trained in Explicit Teaching practice. This means they: make the purpose and focus of learning clear, outlining exactly what students need to include in their learning. These are called learning intentions and success criteria (LISCs). Teachers use preassessment of knowledge and post learning exit slips regularly to find out where students already are in their learning and to assess whether students have understood what has been covered. In short, checking on the successful impact of their teaching.</p>	
<p><b>Executive Classroom Walks</b></p>	<p>Executive Staff are around every room, every period, reinforcing high expectations learning and following up on persistent disruption.</p>	<p>If you get a call from us, it's because we're worried and we need to sit down together to plan a path forward so that your young person experiences success in learning without disrupting the learning opportunities of others.</p>

**Strategic Direction 3 is focused on high expectations learning behaviours** critical to learning success for all students.

<p><b>Student Behaviour Management Processes</b></p>	<p>The school is focused on proactive student management practices which involve learning support team meetings with parents and careers before suspension occurs, wherever possible. Behaviour support plans are developed to set goals and increase learning support.</p>	<p>As above, if you get a call from us, it's because we're worried and we need to sit down together to plan a path forward so that your young person experiences success in learning.</p>
<p><b>Positive Behaviours for Learning (PBL)</b></p>	<p>The school teaches collaborative learning and social skills through the PBL program which provides reward and recognition of student who display prosocial and prolearning skills. 'Maggies' and Merits are accumulated by students and result in group awards and Merit assembly recognition.</p>	<p>Log on to the Sentral Parent Portal to see how many Maggies and Merits your young person is accumulating for outstanding work ethic!</p>
<p><b>High Expectations Learning Culture</b></p>	<p>The school sets predictable routines and classroom learning and behaviour expectations which are common across all classrooms. Students are expected to: line up quietly and settle outside the classroom, with phones and hats off and away in bags; student enter quietly and quickly begin 'fast 5' settling and revision activities; quality work completion in a settled and respectful learning environment is expected; teachers differentiate all lessons to meet the learning needs of all students. Teachers contact home when there are learning and behaviour concerns.</p>	<p>As above, if you get a call from us, it's because we're worried and we need to sit down together to plan a path forward so that your young person experiences success in learning. Please look at it as positive opportunity to team together to achieve the best outcomes for your young person.</p>

**Other 'Important Dates/Information' for Term 2 include:**

- Year 7-12 Parent/Teacher Night is scheduled for Monday 8 May from 3:30 in the MPC.
- Year 7 Camp is scheduled for Week 3 (from Wednesday through to Friday).
- The Athletics Carnival will be held in Week 6.



## DP Report

### Melissa Schatz

#### DP Years 7, 9, 11

Our new Year 7 cohort impressed from the start, achieving lots of 'Maggies' (Positive Behaviour for Learning awards) and leading attendance in the school, with the highest year group average. Year 7 student, Charlie Potts finished the Zone Swimming Carnival as age champion and is about to swim in the State finals today! He is the second fastest qualifier for the 100m Butterfly and the fastest qualifier for the 100m Backstroke! In Term 1, Week 8 students sat NAPLAN and I was very proud of the effort Year 7 and Year 9 students put into completing these tests.

Year 7 students were also well represented in our Student Representative Council and were an important part of the dynamic team responsible for 'Jersey Day'. Olivia Doherty took to the stage in the last week of term, as part of a group reporting on the success of the day and drawing the Easter raffle. This term, Year 7 have their camp at The Great Aussie Bush Camp to look forward to in Week 3 as well as preparing for their Half-Yearly Assessment Tasks.

Year 9 students also started the year full of enthusiasm and determination. They too, have led the 'Maggie' (PBL) leader board throughout the term, with many students working with their teachers to achieve their attendance and learning goals. We also had another swimming champion in Year 9, with Vivienne Gadd also finishing the Zone Swimming Carnival as age champion. Year 9 started Term 2 preparing for their Half Yearly Assessment Tasks. I encourage you all to attend our Parent/Teacher Evening on Monday 8 May from 3:30pm in the MPC to support your child's learning. More information about this event will be communicated early in Term 2.

Next term, I look forward to adding Year 11 to my year groups and supporting these students as they progress to the Higher School Certificate.



### **STOP PRESS UPDATE: Charlie Potts won gold at State yesterday! Meet our young Olympian in the making, Year 7 student, Charlie Potts!**

Charlie swam in 14 races across the 3 days of the NSW State Swimming Competition which was made up of 6 heats, 6 finals and 2 timed finals, achieving PBs in all his events. His highlights were 3<sup>rd</sup> in the 13yrs 100m Butterfly and 1<sup>st</sup> in the 13yrs 100m Backstroke!



We are also proud of Chase, Phoenix, Jack and Charlie. The boys have qualified to swim in the Final this afternoon. All the boys did a fantastic job and swam 5.83 seconds faster than they did at the Regionals.

# Attendance Matters Report

Mrs Megan Elliott, Head teacher Attendance & Engagement



## Attendance Success

NSW Department of Education

### Why attendance matters

When your child misses school they miss important opportunities to...



Learn



Build friendships



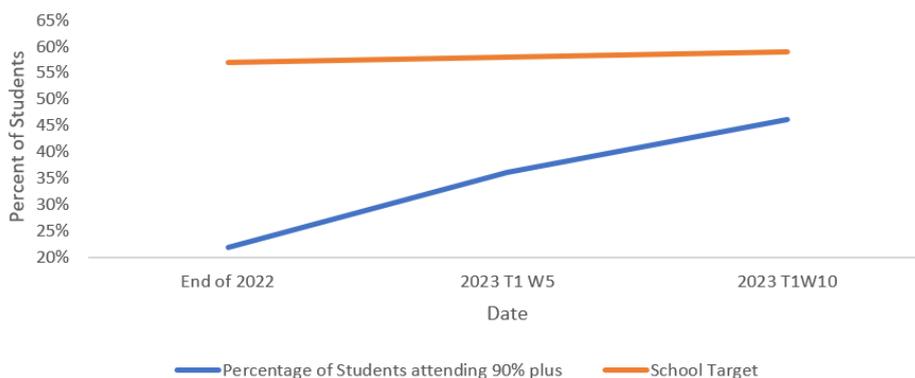
Develop life skills

education.nsw.gov.au



We had a very successful Term 1 for attendance improvement. We were set a goal of increasing the percentage of students attending more than 90% of the time and our students rose to the challenge and succeeded. The graph below shows our students attendance increasing through Term 1. We have not quite hit the target yet but we have made great progress. Well done Maitland High School!

Percent of students attending more than 90 percent of the time.



Last term in Week 6, we celebrated Attendance Week. Students with excellent attendance who achieved over 90% attendance received a school postcard from Ms Graham and students with 100% attendance were entered into a draw for canteen vouchers. Congratulations to Adam Cronin, Olivia Wheway, Brendan Strickelton, Sophie Callan, Justin Eyb, Kyra Gregory, Riley Attard, Tasmyn McKeown, Nate Armstrong, Samantha Daniel, Jacob Mungoven and Olivia Doherty who were our prize winners.

We are increasing communication with parents and carers by publishing an Attendance Snapshot twice a term. Snapshots will provide detailed information regarding your child's attendance over a 5 week period and provide details on how to seek support should your child be struggling to attend school.

### What should I do if my child is away?

- Please contact the school by phoning 49337933, using the Sentral Parent Portal or replying to the message from the school.
- If your child is away sick for more than 2 days the school may ask for a medical certificate
- If your child is injured but able to complete learning from home, your Deputy Principal may approve Flexible Learning by Canvas during this time, please contact the school for more information.



## What is a justified reason for being absent from school?

### Justified reasons for absences may include:

- unavoidable medical or dental appointments (you can use your appointment card to support this)
- a special religious ceremony
- a serious and/or urgent family situation (e.g. a funeral)
- too sick to go to school or an infectious illness.

### Other absences such as those below, may not be justified:

- shopping
- sleeping in
- working around the house
- minding younger siblings and other children
- working a part-time job

### Perfect Presence Program.

Maitland High School is working with Maitland PCYC to support student attendance and wellbeing through the Perfect Presence Program. Students will be working with PCYC staff on a range of activities including cooking, craft and sporting activities. We currently have 20 students signed up to this program and look forward to sharing their successes with you.

## Days missed = years lost

A day here and there doesn't seem like much, but...

When your child misses just...

they miss weeks per year

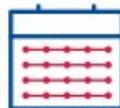
and years over their school life

**1** day per fortnight



=

**4** weeks



=

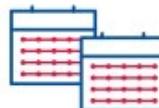
Over **1** year missed

**1** day per week



=

**8** weeks



=

Over **2.5** years missed

education.nsw.gov.au



# Wellbeing

## Sarah Gambrill, Head Teacher Wellbeing

As the cooler weather starts to settle in, it is important ensure students are wearing the correct uniform. We are holding a uniform blitz over the next two weeks. This involves our wellbeing staff checking in with all students who are out of uniform and offering them assistance to get the correct uniform. We will also be contacting home to notify parents and carers that their child is out of uniform.

### The Department policy statement states:

- 1.1 - The department requires that schools set local school uniform requirements.
- 1.2 - The department supports the wearing of school uniform, which promotes a sense of belonging for students and creates a positive identity for the school community. School uniforms also contribute to the personal safety of students by allowing easier recognition of students inside the school and in the community.
- 1.3 - Schools expect students to wear the uniform during school hours, while travelling to and from school, and when engaged in school activities out of school hours.

Please see the images below outlining the correct jumpers. Students are not permitted to wear jumpers with any logos, colours or prints.

If you need support accessing the correct uniform for your child, please contact the school and speak with the Wellbeing team.



### Uniform Donations

Do you have uniforms at home that you no longer need? We are taking donations for uniforms via the front office. In particular, we need school shirts. These uniforms are used to assist students who may have had a wardrobe malfunction at school, or who require assistance accessing school uniforms.

### Junior Jersey Orders Open

Junior Jersey orders for years 7-10 will open on Monday 8th May via the Alinta Uniform shop. The shop has a sizing set ready, so students can try on a sample when placing their order. Please open the attachment to see an image of the junior jersey

**Price is \$80 and can be paid for by cash, eftpos or credit card.**

Please note this is a pre-order process only, students will not be able to change their minds once ordered.



Maitland High School  
Rugby Jersey



**Uniform Shop opening hours are:**

**Monday 2 - 4pm**

**Wednesday & Friday 8 - 10am.**

**Orders close on Friday 26th May 2023.** They will take approximately 5-6 weeks to be delivered, arriving late Term 2 or early in Term 3.

### Tell Them From Me Survey



This term, our students will be participating in the Tell Them From Me survey. The student survey asks students about a range of school experiences, including their engagement and wellbeing at school and beyond. It also asks students about teaching practices and the learning environment. The survey takes about 20 minutes to complete.

### Explaining the survey to your child

- This survey is an opportunity for them to let their teachers know how they are going at school.
- The survey will ask your child how engaged they are with their learning, different ways that their teachers teach them in class, how supported they feel at school, and more.
- Your child's responses are confidential, which means their teachers won't know how they have answered.
- Please encourage your child to answer as honestly as they can. There are no right or wrong answers. The school just wants to hear what they think and their responses will help to improve their school. Some of the questions are there to help the school understand students and how to best meet their needs.
- If your child is unsure how to answer them, they can skip these questions.
- They can skip any question that they don't feel comfortable answering.
- If your child would like to talk about any of the questions in this survey, please encourage them to talk to their teacher or Year Adviser.

Our school will provide further information about how to access the survey. In the meantime, more information about the survey is available at: <https://education.nsw.gov.au/student-wellbeing/tell-them-from-me.html>

A non-consent form will be sent home with all students, if you do not wish your child to participate in Tell Them From Me, please complete and send it to the school office.



**PROJECT +**

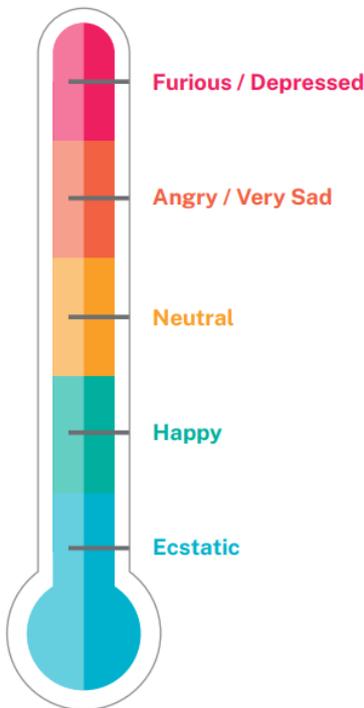
**Parents & Carers**



**Emotional Literacy**

Emotional Literacy is being able to **recognise and name our emotions**. If we can label our emotions, then we can start to understand the why and begin to problem solve to work through what it is that we're going through.

It is important to know that it is okay to feel all the emotions! **The key is to understand these and be able to use strategies to manage our emotions effectively.** Below is an example of a mood scale; this is a handy visual to use with children but can also be a handy tool to use for adults! Throughout the day we will move up and down the mood scale as we feel different emotions.



**REFLECTING ON EMOTIONS**

- Have a think about times when you have felt like you were at the top end of the mood scale, in the orange or red.
- What were the triggers that made you feel like this?
- Think about the emotions you were feeling, it could have been anger, extreme sadness, furiousity, high anxiety, etc.

**MOOD CHANGERS**

- Now think about how you were able to bring yourself back down on the mood scale.
- Do you already have strategies in place, or could you build up your 'mood changer' toolbox?
- Some examples of mood changes could be:

DEEP BREATHS    PLAYING WITH YOUR PET    PLAYING MUSIC

A HUG FROM YOUR CHILD/REN    MINDFULNESS    A WALK

Click here or scan the QR code to download a catastrophe scale template that you could print and use as a family.



Click on the image or scan the QR code to listen to **Dr. Emily**, a psychologist who talks about **Emotional Awareness** on the podcast, 'the imperfects'.



Click on the image or scan the QR code to listen to **Lael Stone** on the podcast, 'the imperfects'. Lael is an educator and a parenting expert.

If you enjoyed that episode, [click here](#) to listen to her most recent episode too.



Proudly supported by



The Resilience Project is proud to partner with Coles to support students, teachers and parents to become happier, healthier and more resilient. We are grateful for the commitment and shared vision of Coles to support the mental health of all Australians.





## HSIE Faculty

### **Michelle Matthews**

#### Head Teacher HSIE

We have welcomed a new staff member, Mrs Meinhardt to the faculty and she is having a wonderful time with her classes. Year 12 are already halfway through their courses, and Year 11 have quickly found their feet as senior students. Year 12

Aboriginal Studies have been particularly impressive with their major works. We look forward to providing updates as they progress.

Year 10 students have been working hard on their Research Action Projects, investigating various issues at MHS and proposing solutions. They have been surveying students and staff, conducting focus groups for primary research and supplementing their findings with further research. Year 9 have completed their first unit of work on progressive Ideas and movements and are enthusiastically studying the Australian experience of World War I – to be closely followed by World War II next term. Our stage 5 electives, Year 10 Mysteries and Conspiracies alongside Year 9 Crimes and Catastrophes have looked at a variety of exciting topics such as Ned Kelly, the sinking of the Titanic and the mystery surrounding Amelia Earhart.

Year 8 have recently submitted research on water scarcity. They were tasked with investigating the issues presented by water scarcity in a geographical broadsheet and writing a report on the impacts in a chosen country. We are very impressed by the positive attitude to learning that many Year 8 students showed through their submissions.

Our new Year 7 students have commenced their study of History with a topic on investigating the past, with a whistle stop tour through historical investigation techniques, preserved human remains and ancient Australia. They are now enthusiastically studying Ancient Egypt, and have the opportunity to be fully immersed in Ancient Egypt when the Tut Roadshow comes to MHS in June.



## Science Faculty



**Scott Parrey**  
Head Teacher Science

Our Year 7 students are now settled into high school life, experiencing multiple teachers daily across several KLAs. While the other year groups are productively participating in their learning of science, completing regular homework to improve their understanding of key concepts being taught in class. Our senior students too are engaging with their learning and realise the importance of regular and consistent homework/study. Year 12 physics are meeting every fortnight, Monday

after school, going through HSC questions. Successful students in science need to be consistent with their study, as this lowers the possibility of them becoming overwhelmed when assessment tasks are due.

Year 12 chemistry students will have tutorial time on Wednesday afternoons from 3.10 – 4pm, where the focus will be HSC examination techniques to build students' capacity to produce better responses in their examinations, where they will work through past HSC questions under simulated examination conditions. The skills taught can also be applied to other science courses if they do more than chemistry.

## PDHPE Report



**John Lawson**  
HT PDHPE

Sport – Term 1 is always one of the busiest times for CHS sporting competitions. MHS has 11 teams competing in rugby league, cricket, netball football, touch and basketball, with over 150 students representing our school. There was a variety of

success with both touch teams, the Open Boys football and cricket and the Open girls basketball having success. We also had a fantastic performance from our U16 Triathlon relay team who finished 3<sup>rd</sup> in the NSW All Schools championships. The team consisted of Charlie Potts, Camryn Moores and Lucas Doherty.

Swimming – The MHS carnival was held at Beresfield pool this year and there was some outstanding performances as usual. From here our top swimmers progressed to the zone and then regional later in the term. After some exceptional performances Charlie Potts won 3 gold medals and qualified for the NSWCHS Carnival. He was also part of the U15 Boys relay team who have also made it to this level.

Fitness Lab – the PDHPE staff are supervising lunchtime sessions in the Fitness Lab. It has been well attended and open to any student who has a genuine interest in improving their fitness. Some students have even managed to conquer “The Jonesy Challenge”. It is open every day except Wednesday.



Sports Academy – Mr Fletcher has organised an exciting program this term for talented sports students in Years 9 and 10. The program will include fitness testing , programming and challenges, nutrition, psychological and recovery strategies as well as excursions to witness professional sportspeople in action.



## Senior Studies

**Stacey Diessel**

Head Teacher Senior Studies

Year 11 started their mentorship groups last term. The mentorship program involves teachers working with students to set personal learning, attendance and study goals to help guide them through their senior years. The mentorship program starts with small groups in Year 11 ready for their personal mentor in Term 4 when they begin Year 12. It has been great to see students who have already started kicking some smaller goals such as meeting all three National Minimum Standards and increasing their attendance over the term. The mentorship program is a great opportunity to for students to seek further support or learn new strategies to help improve study habits. We look forward to continuing our work with our Year 11 students over the next two terms and supporting them in achieving their goals. If you would like to see your child’s Individual Education Plan, it can be found on Canvas in their English portal.



# Wellbeing

**Sarah Gambrill**  
Head Teacher Wellbeing

## 2023 Dance Spectacular

On Tuesday 4<sup>th</sup> April 2023 we held our Annual Dance Spectacular. This year's theme was 'Broadway' as we paid tribute some of the greatest musical hits of all time. Our dance students put on an outstanding show for an audience of well over 300 community members. Congratulations to our everyone involved in such as spectacular night.





New South Wales  
Aboriginal Education  
Consultative Group Inc.

