



# NEWSLETTER

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12<sup>th</sup> February 2021

Term 1 - WEEK 3

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## FROM THE PRINCIPAL

### Welcome

On behalf of the staff at Model Farms High School, I would like to take this opportunity to welcome all of our new students and families, especially those commencing high school. I trust that you have enjoyed the first couple of weeks at "The Farms" and are now settling into our environment and routines.

I would also like to welcome back all of our returning students as we all look forward to an exciting school year, filled with opportunities for everyone.

For our new parents, I would like to highlight two avenues of communication that you may find beneficial. Firstly, our school website provides information about Model Farms High School, including how we support your children's wellbeing and learning. Assessment calendars may be found under the "School Years" tab and the Calendar link is useful for parents to regularly check, so you can be well informed of forthcoming events, assessments and programs at the school. The website is mobile device friendly and the link is provided below.

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

We also use the school Facebook page (Model Farms High School NSW) to highlight events and student achievement.

As reported in my letter to the community last week, COVID certainly has created challenges that has required us all to go about our usual practices in vastly different ways. At Model Farms, we are continually learning and where deficits are found, enhancing these to provide a better service to the community.

An example of this has been through working with our new parents. As you would be aware, parents were unable to be on site at last year's Yr. 6 Orientation. Instead, the school created online resources and information videos to assist parents. We now understand that some questions that parents may have, would have been addressed on a normal Orientation Day through anecdotal conversations on the day. We will therefore look at ways

To work with parents to as best as we can, provide an avenue for further information where needed.

As the guidelines regarding COVID continually evolve, our mode of operation also evolves. Unfortunately, the planning for most events has increased dramatically, as we often need a Plan A and a Plan B, should the guidelines change, especially close to the event. Therefore, as mentioned in my letter to parents, some of the organisational details may be provided a little later than in previous years, as we too, wait guidance on what we can and cannot do.

We will continue to remind students of current guidelines and health practices that are related to the school site and also moving to and from the school site. We will also continue our practices from 2020 of classroom hygiene at the end of each period (disinfectant and sanitiser) and work closely with our cleaning staff and community users to ensure best practice.

We continually address areas such as cleanliness and where masks need to be worn in the community with our students. We understand that it can be difficult with constantly changing guidelines, including that masks are now not mandatory at shopping centres. We will continue to remind students, however in the end, COVID community requirements outside of the school is the responsibility of each individual.

### **Staffing**

Following on from my report at the conclusion of 2020, I am pleased to announce that the IA position was filled during the break. We welcome Mr Ed Brown to MFHS.

Ms Eliza Adams was appointed to the Home Economics faculty and Mrs Sarah Francis (Battistella) was appointed to the PE staff.

Our main staffing focus at the moment is filling a Science position an Agriculture position and a temporary Mathematics position. The filling of staff vacancies is presenting challenges for schools right across the state. We will again attempt to find through local selection, a suitably trained Agriculture teacher and Science Teacher, however, especially with Agriculture, very few simply exist. I would like to thank the P and C for their ongoing support in providing a panel member for the selection of these positions.

### **Year 12 Guest Speaker**

We were extremely fortunate to access the services of a guest motivational speaker, Michelle Lee, for our Year 11 and 12 students on their return to school. Michelle is a World record holder in rowing, being the fastest female to row one million metres (reducing the previous World record by 11 hours) and also the first Australian to row solo across any ocean (5000km across the Atlantic Ocean in 68 days). This was an incredible presentation of commitment, pushing your boundaries and overcoming adversity. This is now the second year of this program targeting our senior students, with the Olympic swimmer, James Magnussen presenting in 2020.



### **P and C and School Council**

At Model Farms High School, we are extremely fortunate to have wonderful parent and community bodies who support the operations of the school. I would like to thank both Julie May and Nick Akon for their outstanding leadership. I would also encourage any new (or existing parents) to consider how they could play a small role to support the P & C. Please feel welcome to attend our monthly meetings, held on the first Wednesday of each month at 7pm in the School Common Room (Block 5 – Administration).

### **School Plan**

Our school plan is well into development, with a requirement to have it completed by the end of this term. We are on track to achieve this. Our three Strategic Directions are:

#### **Student Growth and Attainment**

- In order to maximise student learning outcomes in reading and numeracy and to build strong foundations for success, we will further develop and refine data driven teaching practices that are responsive to the learning needs of individual students.

#### **Highly Effective Teaching Practices**

- Students learn best when teachers establish conditions of learning where classrooms are dynamic, engaging, well managed and have high expectations. Teachers use data to check and understand where their students are in the learning and to plan what to do next.

#### **Wellbeing and Connectedness**

- Students who are known, valued and cared for are healthy, happy, engaged and successful learners. Research demonstrates a strong correlation between attendance, academic attainment and positive wellbeing. Wellbeing and learning are inextricably linked and at Model



Farms we will use effective evidence-based wellbeing initiatives and strategies to enhance student learning outcomes.

### **Renovations and Building Works**

At Model Farms, life is never dull and work around the school continues to enhance the facilities and learning spaces. Current work includes:

- Deck on the front of the school hall is being built now with steel subsection to accommodate large numbers of guests.
- We are currently awaiting a third quote for our water tank to capture water from basketball court roof
- Accessibility works continue in 2021 with Phase 2. This includes the installation of two lifts and considerable building work. We are working with the contractors to formalise a timeline to minimise disruption.
- We will be installing four new Aquafil bubbler/water bottle refill stations by the end of semester to positively promote sustainability and healthy hygiene at an approximate cost of \$30 000. An example is shown below.
- 26 of the ten-person seats have been installed over the break. There is considerable outdoor seating that can also be used as learning spaces. The vast majority are in shade, though not all. We have 3 more to be installed once our Construction students learn about concreting to do the 3 pads required.







## Swimming Carnival

The swimming carnival was held last Thursday at Auburn Swimming Pool. As previously reported, the organisation of this event was quite different to previous years due to the external provider's COVID restrictions. Thank you to all of our students who competed on the day, our student leaders for assisting in the delivery of this event, the staff members who attended and especially to Mrs Middleton and Ms Hawkins on their organisation of the event.

## HSC Results

Over the break and during Week 1, a number of staff including myself took time to drill down into the performance of the 2020 HSC cohort. What became obvious was there were aspects that were pleasing, however other aspects that were disappointing.

As part of a review of the practices within classes and how best to support students to improve and achieve their personal best, all faculties and HSC teachers are undertaking an analysis of their class data with the aim of identifying specific strategies, practices to improve. We do this each year, though for the 2020 cohort, this has been finetuned and is more rigorous.

In summary, what was identified follows.

- The school achieved a record number of University early entry placements. This has been growing each year over the last 3 years. 37 offers in total. See the next point for an additional comment.
- The overall number of top band performances (Band 6 and in part, Band 5), was down. This was disappointing and practices, changes will be identified in the review previously mentioned. Another challenge for us, given Band 6 is the measure used by newspapers and both bands form part of our 2021 – 2024 school plan, is to identify ways to continually motivate our high performers to “put in the hard yards” in the HSC exams, even if they have received an unconditional early University offer. This is not an easily solvable challenge. If an individual wants to do a University course, then are accepted in the weeks prior to the HSC exams, human nature can be to then back off. I do recognise that with some students, this has an opposite effect of relaxing the individual and motivating them to achieve. We understand that, though unfortunately, early entries are not taken as a measure of school success by either the newspaper league tables or our employer and have raised this as an issue. As a leadership team, we will be working with our senior cohort, to continue to provide them the opportunities for University early entry, whilst also motivating them to continue to “go for gold” if accepted into a tertiary course or vocation of their choosing prior to the HSC exams.
- There were some excellent individual results and results within certain Key Learning Areas.
- For 2021 onwards, we as a school need to shift our students achieving Band 4, into Bands 5 and 6.

As a school, we never take results for granted, or say that results are always determined simply by the ability of the cohort. This does play a part; however, we need to ensure we are providing what is best for our students, and maintaining a sensible balance between HSC results, post school destinations and student wellbeing. A school's success is never brought down to a single measure. There is always much more. Knowing and caring for individual children, supporting them and their wellbeing and getting them to their desired post school destination are all very important.

Our data tells us that we had excellent results with student wellbeing, especially throughout COVID, our post school destinations were improved, so we need to focus on the HSC result component.

### **P and C Science Talk**

I would like to invite all Year 7 parents to a meeting, organised by the P and C, to be held prior to the P and C Meeting on 3 March 2021. The Science talk will consist of two parts. In the first part, Ms Hoy, Head Teacher Science will be going through the student's major research project (which is now called a depth study). She will be explaining the project booklet and giving parents ideas on how they can assist their child in completing their project. In the second part of the talk, she will be briefly discussing what the students will be studying in Year 7 Science, what the expectations are (including practical work) and how students are assessed in Science.

### **Respectful Communications**

Every individual has a right to expect a safe, respectful work site and educational facility for their children. Later in this newsletter edition, I have provided a copy of the Department of Education's School Community Charter. We ask that all community members adhere to the document to ensure our learning environment is supportive and collaborative.

### **Open Evening**

Due to the current restrictions around adults on school sites, we have made the decision not to run a Year 6 into 7 Open Evening for 2021. Normally, we would have in excess of 800 adults on site during the night. The event was scheduled for 2 March. We will however be providing all necessary information via a website that begins development today. Information of this will be updated later in the week. Local primary schools have been informed this morning and we will be updating our website and social media posts to inform the wider community.

Have a wonderful week,

**Mark Grady**  
**Principal**



# School Community Charter

 **Collaborative. Respectful. Communication.**

The following School Community Charter outlines the responsibilities of parents, carers, educators and school staff in NSW public schools to ensure our learning environments are collaborative, supportive and cohesive.

**We treat each other with respect**

## What our schools provide

NSW public schools work to create positive environments for students, staff and the entire school community that support student learning. We strive to ensure that every student is known, valued and cared for.

The best education happens when parents and schools work together.

The School Community Charter aligns with the NSW Department of Education Strategic Plan 2018 – 2022.



## Positive environments

It is important that our NSW public schools are positive environments and that parents and carers are kept informed of students' progress and school announcements.

Parents and carers can expect:

- to be welcomed into our schools to work in partnership to promote student learning.
- communication from school staff will be timely, polite and informative.
- professional relationships with school staff are based on transparency, honesty and mutual respect.
- to be treated fairly. Tolerance and understanding are promoted as we respect diversity.

**We prioritise the wellbeing of all students and staff**

**Unsafe behaviour** is not acceptable in our schools

**We work together with the school**

**Ensuring respectful learning environments for all members of NSW Public Schools communities.**

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We create  
**collaborative**  
learning  
environments

We  
all play  
**a part**

We work  
**in partnership**  
to promote  
student  
learning

## Communicating with our schools

Our staff will find a time to talk to you when they can give you their full attention. Please remember that while our staff are in class or dealing with other matters, they may not be available to answer your questions immediately.

Our schools and communities will make sure that written communication is appropriate, fair and easy to read. We encourage you to use email and social media appropriately to connect with your school and stay up-to-date with up-coming events in the school community.

Our guide for parents, carers and students provides useful information about the complaints process: [education.nsw.gov.au/about-us/rights-and-accountability/complaints-compliments-and-suggestions/guide-for-parents-carers-and-students](https://education.nsw.gov.au/about-us/rights-and-accountability/complaints-compliments-and-suggestions/guide-for-parents-carers-and-students)

## Respectful communication is a right

In all workplaces people have the right to feel respected. Unacceptable and offensive behaviour has no place in our school communities.

To ensure the wellbeing of students, staff and the community in our schools, steps will be taken to address unacceptable behaviour. This may include restricting contact with the school community or, in more serious cases, referral to NSW Police.



## Unacceptable behaviour may include but is not limited to:

- Aggressive or intimidating actions, such as violence, threatening gestures or physical proximity.
- Aggressive or intimidating language, including the use of obscenities, making sexist, racist or derogatory comments or using a rude tone.
- Treating members of the school community differently due to aspects such as their religion or disability.
- Inappropriate and time wasting communication.



**Collaborative.**  
**Respectful.**  
**Communication.**

**School Community Charter**

[education.nsw.gov.au](https://education.nsw.gov.au)

## FROM THE DEPUTY PRINCIPAL – MS PLEDGER

Welcome back for 2021 to all parents and students! I especially welcome our new parents who have children commencing at Model Farms High School for the first time this year. I hope your involvement with 'The Farms' will be happy and beneficial.

### Year 12

In commencing the of Year 12's final terms at school, academic focus is paramount for staff, parents and, of course, our students. Hard work, study and revision are expected and excellence in achievement remains our key goal and target. Staff remain ever ready to assist students in achieving their best and in developing pride in this achievement. Some tips for success for Year 12 students:

- If students are away for an assessment task they must call the school and talk to myself to get advice specific for their situation. Students who are away the day an assignment is due, should email a copy to both their class teacher and the school ([modelfarms-h.school@det.nsw.edu.au](mailto:modelfarms-h.school@det.nsw.edu.au)) before 8.30am. In this case a medical certificate will not be required. In all situation's students must see their deputy on the first day they return to school (usually before school) to collect and appeals and discuss their specific circumstances.
- Plan your study time – your half yearly exams are at the end of term, this seems a long way off now but it will come by very quickly. Start studying now.
- Any student who needs to complete a major project – ensure that you have it well planned and thought out so that you have enough time to complete your project. Good planning now will pay off in the long run.

### Setting Academic Goals

At the beginning of the year it is a great time to sit down with you child(ren) to review their successes from the previous year and to also set goals for the coming year. I have included some tips about making the most of your time at school and working efficiently at home.

1. **INDEPENDENT LEARNING:** There are two types of work in secondary school. The compulsory work that your teacher tells you to do, and independent learning that you are expected to do when you have no homework. If you have no homework you could, reread you notes from each class, complete some extra maths questions from previous topics to test your understanding, wide reading on topics studied at school, do an online course in an area of interest e.g. coding etc...
2. **WORK SMART:** If you want to still have a life, but get your home learning done (for most students this will be 1-2 hours per night) then you need to work smart. Keep your personal life and schoolwork separate. Don't do work in front of the TV, switch off your phone and take a little break from social media. Work in half hour blocks and focus only on your schoolwork during that half hour block. If you are super busy with lots of activities then a great idea is to draw up a timetable for the week and allocate time for schoolwork over the week.
3. **BE ORGANISED AND PLAN:** Being organised makes your life easier! So have an organised space to work in, record homework in your diary,

keep track of completed work and reschedule work not done. When you are told about a test or an assignment, plan the work out to be done over the available time. Make the most of your time in class, being organised and focused in the classroom means you will find it easier to complete your work and work on big things like assessments at home.

4. **ASK FOR HELP EARLY:** If you don't understand something, ask for help. The sooner the better. If there isn't time in class see your teacher before or after class or during the break times. No-one expects you to do things on your own. One of the most important contributors to being successful academically is to ask for help often and early.
5. **LEARN HOW TO STUDY PROPERLY:** If you still think that to study for a test you just read your book over and over, time to learn how smart people study! The main things to remember about study for a test are: Make study notes or summaries first (write down in point form what you need to learn), learn these notes not just by reading but by testing yourself on them and do as many different questions as you can as practise.

### **Assessment Booklets**

Year 8-12 have received their assessment booklet this week. (Year 7 will receive their copies in Week 4) It is important that all students and parents understand that if a student misses an exam or is away the day an assignment what process they need to follow. Any absence must be supported by completing an appeal form.

### **Uniform**

Thank you to the vast majority of families who continue to support our Uniform Policy by ensuring their children leave for school each day in the correct uniform, especially in regards to shoes, socks and on Sports days, the correct school shorts. I would like to take this opportunity to remind all families about our shoe policy. The premise surrounding this policy is based on the fact that majority of our students are in a science lab, kitchen, art room or industrial art room on a daily basis and as a result must be wearing appropriate footwear according to WHS legislation.

### **Contact Information**

If you have changed your address, phone number, email, emergency contact details etc... please inform the office in writing as soon as possible. This is very important if this detail relates to Health Care Plans or conditions.

Have a wonderful week,

**Jennifer Pledger**  
**Deputy Principal**



**FROM THE DEPUTY PRINCIPAL – MS KENNON**

Welcome to Term 1 2021. I trust that everybody enjoyed the break after and are ready for an exciting year of learning. A very special welcome to all Year 7 students and their families and other new students and their families. I look forward to meeting you all and working together to ensure school is a positive and successful experience.

**Year 7**

It has been a very busy couple of weeks for Year 7 but they have settled in well to their new school routines. Starting high school can be scary with many new things to learn: a timetable, room numbers, teacher names and bell times to name a few. I have been impressed by the students' positive attitude and mature manner in which they have embraced these challenges and quickly settled in to high school. They are all in perfect school uniform and eager to learn!

Locker hire will commence in week 4. Lockers are available for students to lighten their load, but comes with the responsibility of ensuring all required equipment is collected during break times, not during lesson time. Students need to listen to the announcements during roll call for further information about locker hire.

Unfortunately, due to the ongoing Covid restrictions we have not been able to meet with parents and welcome you to our school community in person. We do want to assure you however, that we value our connections with parents and have had to find different ways to make these connections. In the coming weeks we will be publishing a webpage with lots of information about Year 7 class teachers, the work students will be doing in class, rules regarding assignments etc. We encourage all families to look out for this and take the time to read through the information.

Year 7 students have been issued with their notes for the upcoming school camp. This is a great opportunity for students to get to know one another, develop their confidence, have some fun and really get to develop a sense of belonging at Model Farms High School. Ms Merton-Simon has been very busy organising buses, activities and rooming. We are very appreciative of her efforts in organising this event. I am sure it is going to be a fun, positive and memorable occasion for all students and I encourage all students to attend.

**Year 9**

It is an exciting time for students as they move in to the next stage of their education journey where they have the opportunity to decide some of the subjects they get to study. Students have settled in well to their new pattern of study with most now satisfied with their elective choices.

All subject changes must be finalised by week 4. There will be NO changes of subject after this date. Those wishing to change subjects can see Mrs Kennon or Mr Dawson to collect a blue form.

## **Year 11**

Stage 6 is a time where the demands of students increase as they are faced with assessment tasks, exams and extra study requirements. Organisation is the key to success and students are urged to use their diary wisely to keep track of the many demands on their time.

Students are also reminded about the deadlines for changing subjects. All subject changes **MUST** be finalised by the end of week 4. Students who are undertaking a course external to the school, such as TAFE and Open High School may remove extra units from their pattern of study from week 5. 'All My Own Work' which is a compulsory NESA requirement, must also be completed by week 4.

Overall, being prepared for the school day helps to contribute to positive learning experiences and outcomes. Being prepared means:

- ✓ Wearing full school uniform
- ✓ Attending school every day
- ✓ Laptop is charged and packed
- ✓ Timetable checked
- ✓ Diary checked
- ✓ Books packed
- ✓ Being on time

## **ACU Project**

Student wellbeing is always a priority at Model Farms. To this end, we are excited to be a part of a detailed research project conducted by the Australian Catholic University, Institute of Positive Psychology and Education, in partnership with Rouse Hill High school. The focus of the study is student wellbeing and engagement and will provide us with insight into strategies we can implement at school to improve and support student and teacher wellbeing. The study will involve teachers and students completing a series of surveys over the coming weeks.

Please take the time to read the attached Parent information letter. Also attached is a Parent Opt-out form. Please return this only if you **DO NOT** want your child to participate in the research.

I look forward to a successful and rewarding 2021 for all our students and their families.

Have a great week,

**Kerrie Kennon**  
**Deputy Principal**

Dear Parents/Guardians and Students of Model Farms High School,

The Institute of Positive Psychology and Education (IPPE) at the Australian Catholic University is excited to be conducting research on behalf of RHHS in 2021. Our research institute conducts multi-disciplinary research to address critical educational and psychosocial issues, and translate theory to inform effective policy and practice. See more at

<https://www.acu.edu.au/research/our-research-institutes/institute-for-positive-psychology-and-education>.

More information on this whole school research and how it can assist in improving student and staff wellbeing at MFHS can be found in your **attached** information letter.

**PARENTS/GUARDIANS:** If you do NOT wish for your student to participate in any part of this research, please return the attached OPT-OUT FORM to the school office by **Tuesday 16 February 2021**.

Please feel free to contact the team at [wellbeing@acu.edu.au](mailto:wellbeing@acu.edu.au) should you have any questions.

We look forward to the year ahead.

Kind Regards,

**Professor Rhonda Craven**

**Director |Institute for Positive Psychology and Education  
Australian Catholic University| North Sydney Campus**

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Have a good week,

**Ms Kennon  
Deputy Principal**



## **PARENT INFORMATION LETTER**

**PROJECT TITLE:** Building Thriving Schools  
**APPLICATION NUMBER:** 2019-112H  
**PRINCIPAL INVESTIGATOR:** Professor Rhonda Craven

Dear Parent,

Your child is invited to participate in a research project (the Project) which is being jointly conducted by the Institute for Positive Psychology and Education (IPPE) at Australian Catholic University (ACU) and Rouse Hill High School.

### **What is the Project about?**

The main aim of the Project is to understand and improve student and teacher wellbeing by using a whole-school evidence-based research approach. The Project will provide insight into how school policies and procedures may be improved to support greater student and teacher wellbeing. The project is being funded by Rouse Hill High School.

### **Who is undertaking the Project?**

The Project is being conducted by Professor Rhonda Craven, Director of IPPE, who is a multi-award-winning researcher. She has secured over \$12 million in funding for educational research and has a strong background in the key psychosocial drivers of wellbeing and performance. Her research team includes the following, also widely recognised individuals, who are experts in psychology and working with professional teams, teachers and students: Professor Alexander Yeung, Professor Rich Ryan, Professor Johnmarshall Reeve, Professor Joseph Ciarrochi, Dr Paul Atkins and Dr Baljinder Sahdra.

### **Are there any risks associated with participating in this project?**

Discomfort may be experienced by your child due to the time that it takes to complete the surveys (20 minutes maximum in a single sitting) or the content of the survey questions. In the unlikely event that your child experiences any discomfort while completing survey questions, please feel free to contact, or encourage them to contact, the research team by email for advice or referral to appropriate services ([wellbeing@acu.edu.au](mailto:wellbeing@acu.edu.au)). Alternatively, we recommend you seek additional support by contacting the following services:

- |   |                               |
|---|-------------------------------|
| - Your general practitioner                       | - Beyond Blue* - 1300 224 636 |
| - Australian Psychological Society - 1800 333 497 | - Lifeline* - 13 11 14        |
|   | - SANE - 1800 18 7263         |

These services are also available to you and your child in times of need, irrespective of your participation in the Project. The denoted services are those where you can talk to a counsellor anonymously. You can also withdraw from the Project at any time which is discussed below.

### **What will I be asked to do?**

*All students*

All teachers will complete a professional development course exploring motivating teaching styles.

The Autonomy Supportive Teaching Workshop will guide teachers to adopt a student-focused attitude and interpersonal tone of understanding, resulting in high classroom engagement, greater conceptual learning and prosocial behavior. Students will be asked to complete a survey related to their classroom experience and learning at their teacher's commencement of the workshops and again at the end of Terms 1 and 2. All students school wide except those with parent-opt out requests will complete their surveys during class time at a time selected by the school.

#### *Year 7 and 8 students only*

Year 7 and 8 students except those with parent-opt out requests will additionally take a Wellbeing survey at two times during the year to measure their wellbeing. The survey questions relate to school life, overall health, as well as physical and psychological wellbeing.

#### How much time will the Project take?

##### *All students*

Task	Approximate time to complete
Autonomy Supportive Teaching Survey 1	15 minutes
Autonomy Supportive Teaching Survey 2	15 minutes
Autonomy Supportive Teaching Survey 3	15 minutes

##### *Year 7 and 8 students only (in addition to the above ASIP surveys)*

Task	Approximate time to complete
Student Wellbeing Survey 1	20 minutes
Student Wellbeing Survey 2	20 minutes

#### What are the benefits of the research project?

The Project will inform us about student wellbeing and how it interacts with teacher wellbeing. We cannot guarantee that you or your child will receive any individual benefits from participating, however, it is hoped that your child's participation will enable the school to better understand teacher and student wellbeing, find drivers which can be used to optimise teacher and student wellbeing, and identify opportunities to further improve existing communication practices within the school.

#### Can I withdraw from the study?

Yes, you or your child can withdraw their consent to participate in the Project at any time. However, withdrawing students cannot request their already provided responses to be removed from the study, as we will not be able to easily identify which responses belong to them due to the anonymity of coding. This is discussed below.

#### Will anyone else know the results of the Project?

Your child's response will be used for research purposes only and not given to other participants. This data will be kept entirely confidential. No one will know your child's response to the surveys as all data will be stored in the form of numbers and codes and your child will not be identifiable. We code the

data in this way to protect your child's anonymity. The only people able to identify code, response and name are our data management team.

Importantly, no identifiable data will be published or shared with school executives or other staff members of any participating school.

The collection of this data is necessary to allow the research team to holistically understand environmental and personal factors relevant to health and wellbeing. Results may be published in research reports for research and learning purposes. Results published in research reports will always be reported in group form, without identifying individuals. No one will be able to identify your child personally from the aggregated data or findings within any written report or article using the data. Your child's school may be identifiable in acknowledgement sections of these publications or by description of the area and status of your school.

Electronic data will be stored in a secured drive with password-protected documents, and all other paper data will be kept in a locked file, accessible only to the university researchers in this study. De-identified data may be provided to fellow researchers to conduct or compliment further research, following all appropriate privacy and ethical requirements. In accordance with ACU policy and the NSW Government State Records Authority, data will be stored securely for a minimum of 5 years.

#### Will I be able to find out the results of the Project?

As discussed above, the group level results of the study may be disseminated in academic and practitioner circles and in peer-reviewed literature. At the completion of the Project the findings will be disseminated by the research team to participating schools via a report.

#### What if I have a complaint or any concerns during the Project?

If you have any questions about the research study, please contact Dr HeeRa Ko, our project manager, at [wellbeing@acu.edu.au](mailto:wellbeing@acu.edu.au).

The Project has been reviewed by the Human Research Ethics Committee at Australian Catholic University (review number 2019-112H). If you have any complaints or concerns about the conduct of the Project or its researchers, you may write to the Manager of the Human Research Ethics and Integrity Committee care of the Office of the Deputy Vice Chancellor (Research):

Manager, Ethics and Integrity  
c/o Office of the Deputy Vice Chancellor (Research) Australian Catholic University  
PO Box 968  
NORTH SYDNEY, NSW 2059  
Phone: 02 9739 2519 | Fax: 02 9739 2870 | Email: [resethics.manager@acu.edu.au](mailto:resethics.manager@acu.edu.au)

Any complaint or concern will be treated in confidence and fully investigated. You will be informed of the outcome.

#### Where can I find ACU's Privacy Policy?

ACU's Privacy policy can be found at the following website:

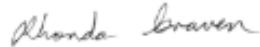


[http://www.acu.edu.au/home/privacy\\_policy](http://www.acu.edu.au/home/privacy_policy).

**I want my child to participate, how do I sign up?**

The school highly encourages this research to make improvements to student wellbeing. For this reason and other administrative purposes, your child has already been signed up to participate. If you do not wish for your child to participate, please return the attached withdrawal form to your child's homeroom teacher.

Yours sincerely,



**Professor Rhonda Craven**

Institute Director, Institute of Positive Psychology and Education 533 Berry Street (Caroline Chisholm House) North Sydney NSW 2059

Australian Catholic University Limited ABN 15 050 192 660 CRICOS registered provider: 00004G

## Building Thriving Schools

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### PARENT OPT-OUT FORM

*Please retain a copy of this form for your records.*

TITLE OF PROJECT: Building Thriving Schools

APPLICATION NUMBER: 2019-112H

PRINCIPAL INVESTIGATOR: Professor Rhonda Craven

I ..... (*name of parent*) have read and understood the information provided in the Parent Information Letter. Any questions I have asked have been answered to my satisfaction. If you do not wish for your child to participate, please fill below.

**I DO NOT WISH FOR MY CHILD TO PARTICIPATE IN THE SURVEYS.**

CHILD'S NAME: .....

CHILD'S YEAR GROUP: .....

NAME OF PARENT: .....

PARENT SIGNATURE: .....

DATE: .....

PLEASE RETURN THIS FORM TO YOUR CHILD'S HOMEROOM TEACHER

# TERM 1

## Week 4

Monday 15 <sup>th</sup> February	School Photos
Tuesday 16 <sup>th</sup> February	---
Wednesday 17 <sup>th</sup> February	---
Thursday 18 <sup>th</sup> February	Year 8 Vaccinations Year 7 Big Fish Little Fish Year 8 Junior Time Management/Elevate Sessions Year 12 Physics – Advanced Mechanics Topic Test Davidson Shield KO Cricket
Friday 19 <sup>th</sup> February	

## Week 5

Monday 22 <sup>nd</sup> February	Catch-up School Photos Year 9 Memory Mnemonics/Elevate Sessions Elevate Parent Seminar Year 9 Science – Scientific Skills Test Year 11 In-Contact Evening
Tuesday 23 <sup>rd</sup> February	---
Wednesday 24 <sup>th</sup> February	Zone Swimming Carnival Blacktown Aquatic Centre Year 10 Study Sensei/Elevate Sessions Year 9 Maths Class Task Year 10 (P.L.A.N.E.T.) History Source-Based Task
Thursday 25 <sup>th</sup> February	
Friday 26 <sup>th</sup> February	Year 10 Maths Class Task Year 10(S) History Source-Based Task



## FROM ENGLISH FACULTY

Everyone has started their year well, after time spent re-charging over the break. Welcome back to all of our students and families!



Our Year 7's started their high schooling with enthusiasm, impressing us particularly with their organisation skills and wonderful manners. They have been working on their "Who Cares?" unit, in which they examine themes of the environment, bullying and animal extinction. Looking at three texts; a film, a play and a picture book, our students are sure to be challenged and enjoy a variety of lessons in English.

Year 8 are launching straight into their class novels, looking closely at a chosen text. Grammar will also be on the agenda throughout the year and each student has been issued with a grammar booklet to hone their skills.



In Year 9, our "Growing Up Different" unit is a thought-provoking look at some of the challenges people face as they journey to adulthood and how important diversity is in our appreciation of growing up. Year 9 Drama will embrace many emotions in the Melodrama Unit!

The Year 10 English classes are embarking on a concept study of "Belonging" and will explore and examine a range of texts through their ideas of how people gain a sense of belonging.

The "Reading to Write" module is in full swing for our Year 11 students. With a variety of texts being explored to inspire and ignite the student's own writing and creativity. We are confident that our new senior students will be engaged in this module and work hard to produce their best work. Year 11 Drama are looking at different theatrical styles, focusing on Surrealism.



Year 12 are continuing their course work, starting Module A: Language, Identity and Culture and the Advanced course are embarking on their Textual Conversations module. All our Year 12 students are encouraged to harness their diligence, organisation and passion for their final year.

We know it will be an exciting year for our Year 12 and all of our English and Drama classes. Your teachers wish you all success in your academic endeavours for the new school year. You've got this!

### **The English/Drama Faculty**



## LIBRARY NEWS

### The Model Farms Book Club News....

By popular demand the Model Farms Book Club read the sequel to Leigh Bardugo's 'Six of Crows' at the end of 2020. Once again, the discussion was driven by the students' passion for rich fantasy and their insights revealed much consideration regarding how the novel resonates with the young adult audience. It is a real pleasure to listen to their opinions!

### The students said ...

An absolutely stunning piece of literature. In some ways better than the first. Any scene with Jesper and Wylan is a joy to read, and seeing Bardugo build this immersive world is terrific.  
16/16

**Sebastian B**

'No mourners, no funerals.' Another way of saying good luck ... but it was something more. A dark wink to the fact that there would be no expensive burials for people like them, no marble markers to remember their names. No wreathes of myrtle or rose. A wonderfully dark sequel to 'Six of Crows.' 'Crooked Kingdom' succeeds in completing the stories of each and every character you learned to love and hate. Victories and failures and filled with action and plans, the story will keep you on your toes wondering what comes next.

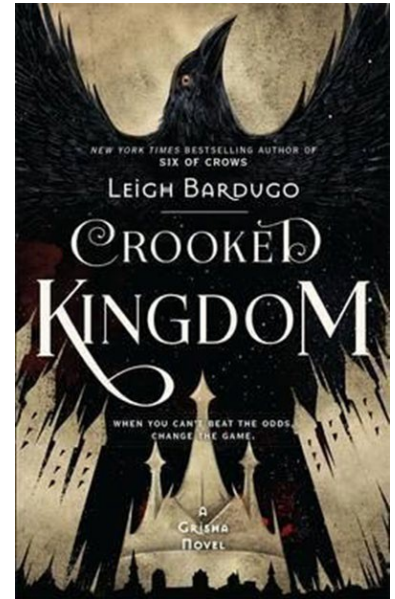
**Matthew B.**

A moment in 'Crooked Kingdom' that stood out to me was when Inej faced Dunyasha on the roof of the Cathedral. In this moment we see Inej come to the realisation of her own worth, see her determination to find value in a world that thinks her worthless. I thought this one scene did well to encapsulate the theme of the entire book; the belief that despite the cruelty of the world around you, you find beauty and meaning in it anyway.

**Mabel R**

Bardugo's 'Crooked Kingdom' is an amazing book! really liked how the storyline was not predictable but was rather a bunch of little adventures such as rescuing Inej and sabotaging the silo. I would definitely recommend this novel to all.

**Sophie B.**





I really enjoyed reading 'Crooked Kingdom'. My favourite moment was when Jesper kissed Kuwei instead of Wylan by accident. Why? It brought a level of light-hearted comedy – not this sequel to 'Six of Crows' lacked such moments by the way. The humour here shows me that the characters are not as perfect as they seem and make mistakes just like us. I also liked that Jesper and Wylan's gay relationship was simply a love story with all the nerves, shyness and awkwardness of young love. 'Love is love.'

**Rhea MB**

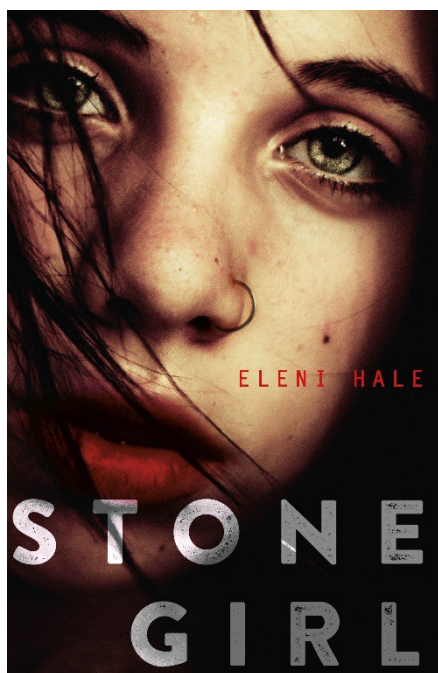
**Reminding you all, we have multiple copies of the duology. So why not drop into the library and borrow? You won't be disappointed. And we hear that Netflix is making a series based on the books. As we know, the book is always better than the film!**



## Student Book Reviews

This year we are profiling the rich array of fiction in our school library. Our first books are 'Stone Girl' by Eleni Hale and 'Meat Market' by Juno Dawson. 'Stone Girl' was shortlisted for The Readings Young Adult Book Prize in 2019 and the UK Young Adult Book Prize 2020. Here is what two of our readers had to say about the books they read and enjoyed ...

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"Stone Girl" by Eleni Hale tells the story of twelve-year old Sophie who finds herself completely alone when her mother dies unexpectedly. Sophie becomes a ward of the state and is shunted around accommodation options without ever having the opportunity to resume a "normal" life: one with a school and routine, and where people care about how you're doing and what you are achieving.

Eleni Hale tackles the subject of children in care with unflinching honesty in "Stone Girl". She mines her personal experiences as a ward of the state during her teen years to bring readers an authentic account of what life can be like for children in Australia's child welfare system.

There are currently over forty-five thousand children within the foster care system in

Australia. These are children without a primary caregiver, children who are casualties of family violence, substance abuse or children without a nurturing environment.

At the beginning of the story, Sophie is constructed as a naïve and scared twelve-year old girl, blaming herself for her mother's death. As the story continues, Sophie develops a sense of maturity and independence within a couple years. Sophie teaches us that we are in control of ourselves and nothing can take away that control but ourselves. By the end of the story, there is ray of light for Sophie as she overcomes some of the issues she went through and chooses a better life for herself.

Many children are judged by society as immature delinquents, but no one really knows what people go through. Instead of trying to help teenagers in need, society tends to voice their negative opinions on things they don't fully know.

Kids in welfare systems are hushed up by the government and not a lot of people are aware of the troubles and issues that these children go through. I was extremely unaware of the foster care systems in Australia and after reading "Stone Girl", my eyes have opened up to the outside world a bit more.

I recommend this book to 14 years and above as it does include some violent and graphic scenes such as drug abuse, violence, rape and use of profanity. I

believe that everyone should read this book at some point in their lives to broaden their minds and consider the world outside their own lives.

Mannat B, Year 10



This book ...wow! 'Meat Market' by Juno Dawson is set in the world of fashion and explores issues related to feminism and self-discovery. Jana Novak the main character consistently deals with comments made about her height, build and unique looks. So when she is scouted by a modelling agency she thinks it must be a joke. But soon she is the face of designer brands across the globe. Yet what seems like a dream turns into a nightmare. How can beauty be so ugly? Xanax addiction, juice diets, eating disorders, bullying, victim shaming and sexual harassment all impact on Jana and no money in the world can fix her. The novel reveals that under all the

glitz and glam of the fashion industry, there are very dark places.

Hands down this has to be one of the best books I have ever read. As soon as I picked it up I couldn't put it down. It is super intriguing and teaches young women to not care about what people think about you because the only opinion that matters is yours. I'd recommend this novel for girls 13+.

Maddison L. Year 9

**Would you like to submit a review of a book you enjoyed and recommend? See Ms Coffey in the library.**

## 2020 PREMIER'S READING CHALLENGE AWARDS

Congratulations to the following students who have been recognised for their consistent participation in the NSW Premier's Reading Challenge.

### **Year 9**

Anisha Sankar

Platinum Award for the seventh successful year in the PRC

### **Year 10**

Olivia K

Sera DS

Gold Award for the fourth successful year in the PRC

PRC Medal for continuous completion of the reading challenge.

This is a significant achievement.

Emily A

Lucy S

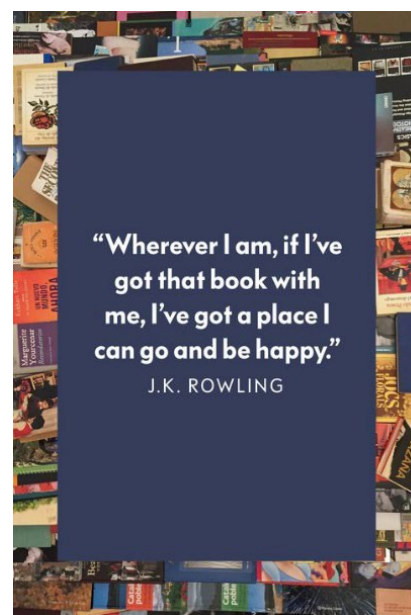
The 2021 Challenge starts soon!

If you are interested, see Ms Coffey in the library.

The 2021 Challenge dates are as follows:

**Challenge opens:** Monday March 1, 2021

**Challenge closes for students:** Friday August 20, 2021





HPRM No: 21/6629

**NSW SCHOOL VACCINATION PROGRAM – SCHOOL NEWSLETTER TO PARENTS/GUARDIANS**

Each year NSW Health works in partnership with schools to offer the vaccines recommended by the National Health and Medical Research Council (NHMRC) for adolescents as part of the school vaccination program.

In 2021 the following vaccines will be offered:

YEARS	VACCINE	NUMBER OF DOSES
Year 7	Human papillomavirus (HPV) vaccine	2-doses at least 6 months apart
	Diphtheria-Tetanus-Pertussis (whooping cough) vaccine	Single dose
Years 10	Meningococcal ACWY vaccine	Single dose

*Parent Information Kits* that include an information sheet, consent form and privacy statement will be sent home to parents/guardians. To consent to the vaccination of their child, parents/guardians are advised to:

- read all the information provided
- complete the consent form, including signing their name next to the vaccine/s they would like their child to receive
- return the completed consent form to their child's school
- ensure that their child eats breakfast and has food available on the day of the school vaccination clinic.

Following vaccination delays due to COVID-19 pandemic in 2020, Year 8 and 11 students will be provided any missed vaccine doses during 2021, using their original consent form returned in 2020.

Parents/guardians who wish to withdraw their consent for any reason may do so by writing to the school Principal or phoning the school. The Procedure for Withdrawal of Consent is available on the NSW Health website at

[www.health.nsw.gov.au/immunisation/Pages/withdraw\\_consent.aspx](http://www.health.nsw.gov.au/immunisation/Pages/withdraw_consent.aspx).

**A Record of Vaccination card will be provided to each student vaccinated at each clinic. Details about vaccinations given at school will also be uploaded to the Australian Immunisation Register (AIR) to support complete vaccination histories.**

For further information:

Australian Government Department of Health website

<https://www.health.gov.au/resources/videos/getting-your-hpv-dtpa-vaccinations-at-school-what-to-expect> <https://www.health.gov.au/resources/videos/getting-your-meningococcal-acwy-vaccination-at-school-what-to-expect>

NSW Health website

<https://www.health.nsw.gov.au/immunisation/Pages/schoolvaccination.aspx>

Contact Parramatta Public Health Unit on 9840 3603





## Model Farms High School - 18th February 2021

**Year 8 Clinic - 2nd dose HPV vaccine (COVID-19 delayed)**



**Year 7 Clinic - 1st dose HPV and dTpa vaccine \***

- **6th May 2021**
- Plus catch-up for some Year 8 students

**Year 10 Clinic - Meningococcal ACWY vaccine**



- **5th August 2021**
- Plus catch-up for Year 7, 8 & 11 students
- Any Year 7 student who was absent or missed returning their consent form at 1st Visit will be caught up through-out the year\*

**Year 7 Clinic - 2nd dose HPV vaccine**



- **18th November 2021**
- Plus catch-up for any Year 7, 8, 10 & 11 students
- Questions? Contact Public Health on 9840 3603

## FROM THE MATHEMATICS FACULTY

### **Welcome Back**

We welcome everyone back to school for the start of another busy year. We hope that you had a good break. We extend a special welcome to the parents and caregivers of Year 7 and also those new to Model Farms High School. This newsletter is emailed to parents in weeks 3, 6 & 9 of every term. We encourage you to take the time to read each newsletter in order for you to be up to date with what is happening in our faculty.

### **Year 7 World of Maths Incursion**

We are looking forward to the 'World of Maths' incursion on 26<sup>th</sup> March 2021. Notes will be given out soon. It costs \$6 per student.

'World of Maths' is a compulsory part of the Year 7 Mathematics working mathematically curriculum and all Year 7 students are required to attend. The students will work in small groups and participate in hands-on activities that require them use their Mathematics knowledge and higher order thinking skills.

### **Textbooks:**

All students are required to have their own Mathematics textbooks this year. The links are below for all years. Copy and paste the following links into your browser.

Year 7: [fivesenseseducation.com.au/model-farms-year-7-2021](https://fivesenseseducation.com.au/model-farms-year-7-2021)

Year 8: [fivesenseseducation.com.au/model-farms-year-8-2021](https://fivesenseseducation.com.au/model-farms-year-8-2021)

Year 9: [fivesenseseducation.com.au/model-farms-year-9-2021](https://fivesenseseducation.com.au/model-farms-year-9-2021)

Year 10: [fivesenseseducation.com.au/model-farms-year-10-2021](https://fivesenseseducation.com.au/model-farms-year-10-2021)

Year 11: [fivesenseseducation.com.au/model-farms-year-11-2021](https://fivesenseseducation.com.au/model-farms-year-11-2021)

Year 12: <http://www.fivesenseseducation.com.au/model-farms-year-12-2021>

Alternatively, hard copies of the order form can be picked up from students at the Mathematics Staffroom.

### **Other equipment students must bring to every lesson:**

All students are expected to have their own laptop/device, fully charged (all charging done at home).

All students are expected to have their own Casio Scientific Calculator



#### **Calculators:**

Please make sure that all students have their own calculator. The Casio fx-82AU or fx-100AU is sold at the uniform shop. Students need this calculator from Year 7. It is vital for their progress that students are familiar with their calculator and know how to use the different functions.

### **Mangahigh**

We again thank the P&C for their continuing generosity in sponsoring our subscription to online Maths resources. This year we are using 'Mangahigh' for Years 7 to 10. Mangahigh assists students of all abilities by giving instant feedback and providing practice. Homework can also be set using Mangahigh. It is a most valuable tool for the Mathematics Faculty and all of our junior students.

Students are also free to explore the various revision activities provided by Mangahigh, including games that reinforce mathematical skills, and we encourage students to explore this resource. The link to the website is <https://www.mangahigh.com/en-au/> Passwords have been distributed and are also available on students' Maths Google Classrooms.

### **Assessments Term 1**

Common Class tests for Year 7 – 10 this term.

Year 7 – 18<sup>th</sup> February 2021

Year 8 – 4<sup>th</sup> March 2021

Year 9 – 25<sup>th</sup> February 2021

Year 10 – 26<sup>th</sup> February

Year 11 Standard & Extension 1 – at the beginning of Term 2

Year 12 – Standard 1 – Extended modelling and problem-solving task – assignment due in week 9.

Year 12 – Standard 2, Advanced, Ext 1 & Ext 2 – Class Task - week 10

Have a mathematical week

from

**Mrs Lumley**  
**Head Teacher Mathematics,**  
**and the Maths Faculty Staff**

## FROM THE SCIENCE AND AGRICULTURE FACULTY

Welcome back, Model Farms High School, to an exciting 2021. It is going to be a busy and exciting year. The Science faculty is hoping to place all its energy in offering lots of exciting activities and opportunities for students to engage in Science.

### Physicists Analysing Motion

Year 12 Physics have completed the first module Advanced Mechanics of the HSC course. In this module students examine two-dimensional motion such as projectile motion. They also analyse uniform circular motion, along with the orbital motion of planets and satellites, which are modelled as an approximation to uniform circular motion.

Students formed into small groups to identify the main concepts of each type of motion studied. These small groups came together as one class to collaborate and create links between these concepts and produce a huge concept map that will be displayed in the laboratory for all to use and model. This will assist as a study aid for the first HSC module.





## Farmers on the Farm

The farm is off to a fantastic start straight out of the gate in 2021, as we come back to school and into the paddocks! The hot and rainy weather over the Christmas break has produced fields of oversized corn that is easy to get lost in for all but the tallest of students. The corn is fast approaching time to harvest. Speaking of oversized, our competition pumpkins are getting enormous as we anticipate more opportunities to compete in 2021.



### ***Year 11 showing off the early corn off the first harvest of 2021.***

In the paddocks our animals are keeping fat and healthy as their pastures outgrow even their hungry mouths and our new chooks settle in with the old girls in the coop. Sadly, we said goodbye to our maturing boys including crowd favourite alpaca Presley (or Oggy as many students knew him) as they leave Model Farms to find mates while their mums and sisters remain with us as we look to welcome the next generation.

Agriculture at Model Farms has been built on the efforts of many of the staff and students past and present and would like to thank the work of all involved as we look forward to a productive 2021!

*"Agriculture is by far my favourite subject. It's always great hanging out with the alpacas."* Rachel W.

*"It's always fun to see the **fruits** of our labour."* Matt A.

## **Busy start to the Year and term!!**

- Year 12 Physics have a project to hand in and a test on "Advanced Mechanics" at the start of week four.
- Year 10 have a "Skills Test" in week six and a "Depth Study submission" in week ten.
- Year 9 have the following assessments: "Scientific Skills Tests" in week five and a "disease assignment" due in week ten.
- Year 8 have two assessments this term, they are: "Science Skills test" in week eight and "It's Not Easy Being Green assignment" due in week ten.
- Year 7 have one assessment this term, "Scientists in the Making" test in week ten.

**From Science and Agriculture Faculty**

## CREATIVE AND PERFORMING ARTS

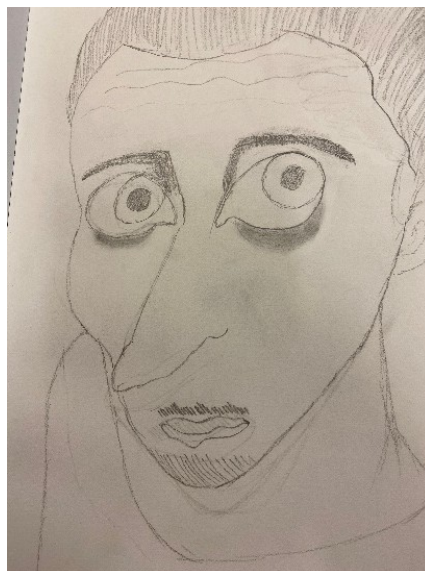
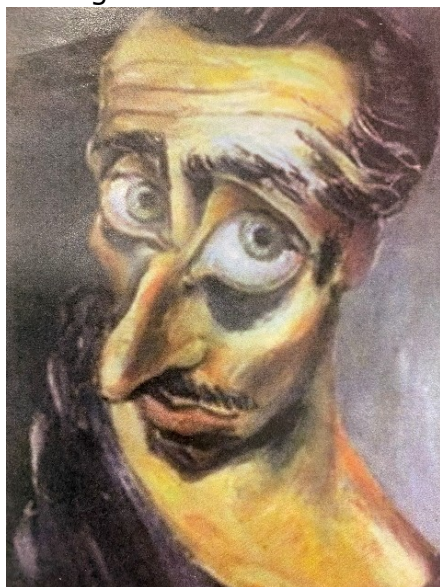
Welcome back....

A Big year ahead.

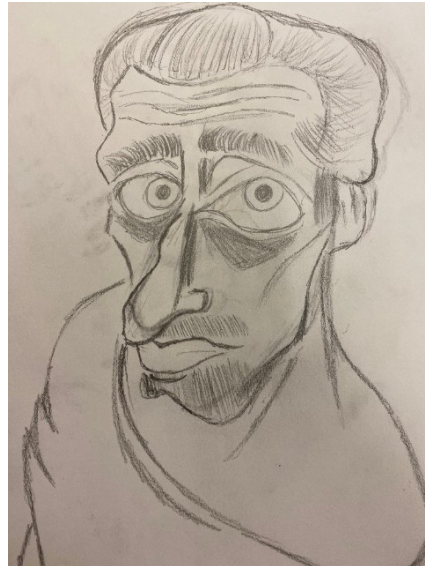
Year 12 Music and Visual Arts students have already started making artworks and preparing performances for their HSC. Over the Christmas break – works started by taking photos, drawing up canvases and experimenting with materials, all ready for the development of works. With due dates approx. 2 terms away....there is no time to procrastinate!!

**Year 7** have begun looking at portraits in class. Learning about proportions and learning from artists such as Albert Tucker. Students have begun to look at colour and form through some fun continuous line drawings as well as attempting to create a 'likeness' to Albert Tucker's Self Portrait. As you can see by their initial drawings... there is some great potential.

Music students have been introduced to sounds and will be developing skills in the guitar this term.



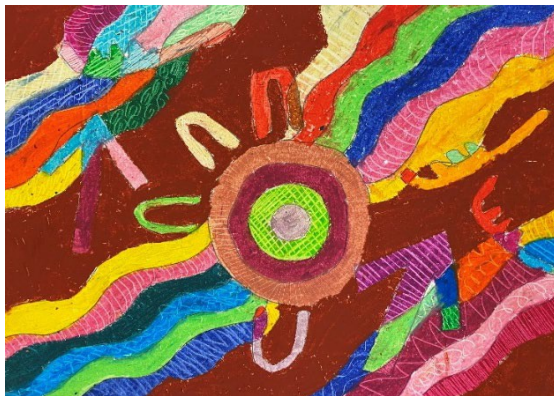




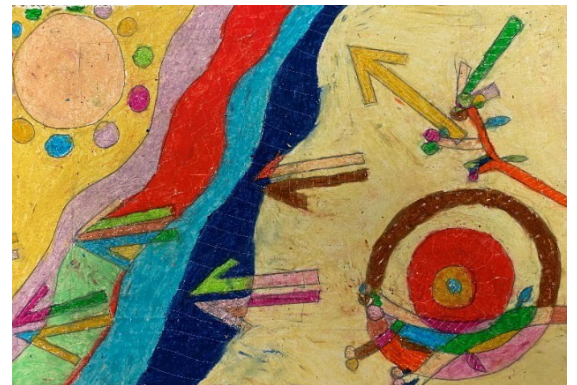




**Year 8** are investigating Symbolism. Identifying cultural and everyday symbols as well as developing personal symbols. Students have created initial designs based on Aboriginal symbols, using these symbols in storytelling







**Year 9** are mastering skills through architectural drawing – learning about perspective and rendering techniques.

Music students will be developing a love for JAZZ. Looking at different musicians, styles and developing their own performances.

**Year 10** are going on a journey through Modernism. Students will study the painting techniques of the great artists starting with Impressionism

Music students will be learning about Australian Music. Looking at different musicians, styles and developing their own performances.

**Year 11** students in Visual Arts using the Genre of landscape to develop a body of work. Music students will be establishing their own individual preference of instrument and developing their own abilities. For these senior students – it is important that they start regular practice – to maintain and improve their skills.

## WELLBEING

We have a strong focus at "The Farms" on every student being **known, valued and cared for** and we do this in a number of ways. There are many new students, including those not in Year 7, who may not be aware who they can turn to when things don't go exactly according to plan.

Students are encouraged to go their Year Adviser to discuss wellbeing issues. They may also choose to speak to another teacher they trust, the Head Teacher Wellbeing, or can self-refer to see one of our School Counsellors. The important thing is to speak up, knowing that you will be heard, and that it is OK *not* to feel OK all the time.

Key Wellbeing staff are as follows:

Year	Year Adviser (YA)	Staff Room Location (block)	Assistant YA	Staff Room Location (block)
7	Ms Merton-Simon	English (7)	Ms Munro	English (7)
8	Ms Papas	HSIE (8)	Ms Murdocca	HSIE (8)
9	Mrs Francis	PDHPE (5)	Ms Toovey	Library (4)
10	Ms Greer	English (7)	Ms Wood	Computing (8)
11	Ms Owen	Science (8)	Mr Colefax	HSIE (8)
12	Mrs Gregory	CAPA (3)	Mrs Robertson	Home Ec. (3)
	<b>Counsellors</b>		<b>Head Teacher Wellbeing</b>	
	Mrs Mari Wilson Mr Ross Maclean	Counsellors office (5)	Mrs Leghorn	Languages (5) Wellbeing office (Library)

Already this term, Year 7 have started their high school studies with some very useful strategies presented by *Elevate – Kick Start Study Skills* with 98% of students indicating that this was a very informative presentation.

Year 8 will attend the *Elevate – Junior Time Management* seminar in coming days with the other grades to follow suit during the year, targeting the skills needed as students progress towards the HSC.

Our WISE lessons aim to inform and support students on issues of wellbeing. This term's focus for each year group is as follows:

**Year 7 – A Sense of Belonging**  
**Year 9 – A Sense of Humour**  
**Year 11 – A Sense of Control**

**Year 8 – A Sense of Purpose**  
**Year 10 – A Sense of Self Worth**  
**Year 12 – A Sense of Future**

**Mrs V Leghorn**  
**Head Teacher Wellbeing**

**SPORT BUS PASSES CAN NOT BE PURCHASED ON WEDNESDAYS**

Please indicate preferred pass:

- A 5 trip pass for \$37.50      No. of passes      \_\_\_\_\_      Total \$ \_\_\_\_\_
- A 10 trip pass for \$75.00      No. of passes      \_\_\_\_\_      Total \$ \_\_\_\_\_

Name of Student/s \_\_\_\_\_ Year/s \_\_\_\_\_

Payment by:    CASH    ☐                      CHEQUE    ☐



## **Model Farms High School P&C Association**

### **Uniform Shop News**

#### **February 2021**

The Uniform Shop wishes all students and families a Happy New Year and extends a warm welcome to all to families to our community. We continue to ask that if you wish to purchase uniform to please place an online order via [www.munchmonitor.com](http://www.munchmonitor.com)

The order will be available for collection the next day the Uniform Shop is open. Students may purchase uniform items in person with cash or card. No phone orders accepted. Please arrange for pick up as soon after placing the order as possible. Students may try on ordered items to check that the correct sizes have been purchased.

**MunchMonitor – A reminder to all, to please update your Child’s “Class” before placing your first order for 2021.**

**Exchanges & Refunds** – We understand that sometimes the wrong size uniform may have been ordered or purchased and we are more than happy to exchange or refund an item within 28 days of purchase, providing that it is returned with the receipt and is in the original packaging with labels attached.

**Year 7** – With Uniform being ordered online and collected on arranged days in 2020, many Year 7 students will not have visited the Uniform Shop yet. We are located above the School Office in Room 5UA. Your first visit will be daunting but we encourage you to come and see us to build confidence and resilience. We don’t bite! Please wait outside the Uniform Shop until a volunteer is available to assist you. All of the volunteers are current parents of students at Model Farms and they are happy to assist with sizes, orders, purchases and will even share some tips!

**NEW - School Jacket & Tracksuit Pants** are due in store this month. Pre- orders may be placed online via MunchMonitor in advance. These will be regular stocked items in the uniform shop. Once these new uniform items arrive, we will work with the school to distribute them.

**Existing Tracksuit Jackets** – Due to the introduction of the new School Jacket, our stock of these jackets is becoming limited. There are now no smaller sizes left in the warehouse and therefore once existing stock is sold, they won’t be replaced.

If you have any queries or questions regarding uniform purchases, online orders, returns/exchanges or any other questions, please send an email to the Uniform Shop at [mfhspandc.uniformshop@gmail.com](mailto:mfhspandc.uniformshop@gmail.com) and we will be more than happy to help you. Munchmonitor also provide a customer assistance service for registering and placing orders and can be contacted on **1300 796 190** and by email at [help@munchmonitor.com](mailto:help@munchmonitor.com)

Kind regards





## SAVE TIME with our ONLINE UNIFORM SHOP!

Model Farms High School Uniform Shop  
accepts online orders using MunchMonitor  
Setting up an online account is easy!



1. Go to [www.munchmonitor.com](http://www.munchmonitor.com)
2. Click LOGIN
3. Click REGISTER
4. Enter
  - School ID: **modelfarmsuniform**
  - Password: **munch2153**
5. Click Submit
6. Enter your email address
7. Enter the password you want. Make sure you can remember your password
8. Review and tick on the Terms of use
9. Click Create your Account
10. Click on the Activation Link in the email we sent
11. Follow the steps to create your Parent Profile
12. Add Students to your account
13. You are now ready to order online!
14. Click on the School Shop (large orange box) to order.

SETUP A NEW ACCOUNT

	Your School ID
	Your School Password
<b>SUBMIT</b>	

**\*NB. CANTEEN ONLINE SERVICES NOT PROVIDED BY MUNCHMONITOR**

### DO YOU ALREADY HAVE AN ACCOUNT WITH MUNCHMONITOR?

If you already have an account with MunchMonitor for a student attending or has attended another school or your student has moved to Model Farms you can also add a Student profile for the Uniform Shop using your existing account (follow the steps below)!

1. Select the My Account Dropdown Box on the MunchMonitor Home Page
2. Select Student Profile
3. Select Add a new Student at this step complete the details for the student you are wanting to place Uniform orders for, when you reach the School dropdown change the school to Model Farms High School then place the School ID & Password shown above and select the Check box (you will receive a tick) the grades for Model Farms will be displayed, select the correct grade and save the profile.
4. When you are ready to order just select the large Orange Box School Shop (Home Page) and select your items.

Call us at 1300 796 190 or email us at [help@munchmonitor.com](mailto:help@munchmonitor.com)  
if you require further assistance.

**MunchMonitor...making your school day easier**



[Facebook.com/MunchMonitor](https://www.facebook.com/MunchMonitor)

# MODEL FARMS HIGH SCHOOL

## UNIFORM PRICE LIST

### TRADING DAYS and HOURS

Monday, Wednesday and Friday - 7:45 am until 9:15 am

**PAYMENT OPTIONS** - Cash - Eftpos - Visa - Mastercard

**Email:** mfhsbandc.uniformshop@gmail.com

ITEM	PRICE
<b>BOYS</b>	
Shirt - Blue (Junior)	\$35
Shirt - White (Senior)	\$35
Shorts - Grey	\$35
Long Trousers - Grey	\$45
Tie (Senior) Compulsory for Terms 2 & 3	\$20
<b>GIRLS</b>	
Blouse - Blue (Junior)	\$40
Blouse - White (Senior)	\$40
Skirt - Check (Junior)	\$65
Skirt - Grey (Senior)	\$65
Long Pants - Grey	\$40
<b>SPORT</b>	
Polo Shirt	\$40
Shorts	\$35
Tracksuit Pants – <b>New Style 2021</b> (Pre-order Only)	\$60 <b>INTRODUCTORY PRICE</b>
Tracksuit Jacket - Limited Stock	\$60
Tracksuit Pants – Old Style – Limited Stock	\$35
<b>JACKETS &amp; JUMPERS</b>	
School Jacket - Soft Shell <b>New Style 2021</b> (Pre-order Only)	\$80 <b>INTRODUCTORY PRICE</b>
Fleecy	\$45
Wool - (Australian Wool)	\$85
<b>MISCELLANEOUS</b>	
Apron (Compulsory for Cooking)	\$15
Calculator (Compulsory)	\$35
Exercise Books - i.e. Maths, Music, Standard	\$Various

**Online Orders to be placed @ [www.munchmonitor.com](http://www.munchmonitor.com)**

**2020/2021 – Prices subject to change without notice – includes 10% GST**

**Current 28/1/2021**

## NEW – Available For Pre-order Only Due in store soon!



### **School Jacket** - Soft Shell - Unisex Introductory Price - **\$80.00**

Size (CM)	10	12	14	16	S	M	L	XL
To Fit Chest	72	76	80	86	90	95	100	105
To Fit Waist	64	68	72	76	82	87	92	97
To Fit Hip	74	78	84	90	95	100	105	110

Other Sizes Available

### **Tracksuit Pants** - Stretch Microfibre – Unisex Introductory Price - **\$60.00**



# REDUCED!!!

## Tracksuit Jacket

**\$60.00**

**Sizes 12 – 30**

(Limited Smaller Sizes Available)

\*\*\*\*\*

## Old Style Tracksuit Pants

**\$35.00**

**Sizes 12 – 34**

\*\*\*\*\*

Orders to be placed Online @ [www.munchmonitor.com](http://www.munchmonitor.com)

Stock Available Until Sold Out!



**CHANGE OF CONTACT INFORMATION  
MODEL FARMS HIGH SCHOOL**

**Name of Student:** \_\_\_\_\_ **Year** \_\_\_\_\_

**New Address:** \_\_\_\_\_

\_\_\_\_\_ **Postcode:** \_\_\_\_\_

**Correspondence:** \_\_\_\_\_

\_\_\_\_\_ **Postcode:** \_\_\_\_\_

**Email Address:** \_\_\_\_\_

**New Home Phone No.** \_\_\_\_\_

**Mother Mobile:** \_\_\_\_\_

**Mother Work:** \_\_\_\_\_

**Father Mobile:** \_\_\_\_\_

**Father Work** \_\_\_\_\_

**Emergency Contact if changed:** \_\_\_\_\_

**Phone No.** \_\_\_\_\_

**Any change in Medical Condition e.g. Allergy, Asthma etc.**

**Details** \_\_\_\_\_

**Bus Pass:**                      **YES / NO**



# MODEL FARMS HIGH SCHOOL

*"Achieving Personal Excellence Through Quality Teaching"*

I give consent for my child \_\_\_\_\_ to drive  
a car/motor cycle to school.

The vehicle's registration number is \_\_\_\_\_.

I have read and discussed with my son/daughter the conditions below:

## Conditions of Agreement

- Students with their Drivers Licence who wish to drive to and from school, drive to a study venue during study periods and/or drive to TAFE, do so only with the permission of their parents.
- If you drive to and from school you must do so in a responsible manner.
- You are NOT permitted to go to your car during the school day, including recess and lunch.
- Please respect our neighbours and be conscious of young pedestrians and other road users near the school, especially at the start and end of the day.
- Under no circumstances are drivers to take other students with them in their car.

STUDENT NAME: \_\_\_\_\_

STUDENT SIGNATURE: \_\_\_\_\_ DATE: \_\_\_\_\_

NAME OF PARENT/GUARDIAN: \_\_\_\_\_ DATE: \_\_\_\_\_

# Parking Rules & Penalties

**Council's Compliance Officers enforce parking signs at your school.**

When it comes to the safety of vulnerable road users like school children, drivers found breaking the law will be met with zero tolerance. When an offence is detected, you will be fined.



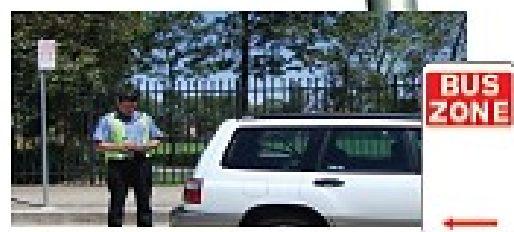
## **NO STOPPING**

You must not **STOP** at any time.

Stopping includes when the vehicle is not moving but the engine is still running.

## **SCHOOL ZONE**

Penalty from \$344 and 2 demerit points



## **BUS ZONES**

You must not stop your vehicle in a Bus Zone

unless you are driving a public bus.

Stopping includes when the vehicle is not moving but the engine is still running.

## **SCHOOL ZONE**

Penalty from \$344 and 2 demerit points



## **NO PARKING**

You can stop only to drop off or pick up passengers or goods and you must not stop for more than 2 minutes and The driver must stay within 3 metres of your vehicle. Stopping includes when the vehicle is not moving but the engine is still running.

## **SCHOOL ZONE**

Penalty from \$191 and 2 demerit points



## **DRIVEWAYS**

You must not park your car over or block access to a driveway. You can stop in a driveway to drop off or pick up passengers **BUT** only for less than 2 minutes **AND** the driver must stay with the car.

## **SCHOOL ZONE**

Penalty from \$344 and 2 demerit points

3 Columbia Court, Southam Hills NSW 2153  
PO Box 7064, Southam Hills NSW 2153  
Phone 02 9543 0555 Email [council@thehills.nsw.gov.au](mailto:council@thehills.nsw.gov.au)  
Facsimile 02 9543 0609 [www.thehills.nsw.gov.au](http://www.thehills.nsw.gov.au)

**THE HILLS**  
Sydney's Garden State

## There are now increased penalties and demerit points associated with all offences in School Zones.

	<b>NO PARKING</b> You have no more than 2 minutes for drop-offs or pick-ups and must stay within 3 metres of your vehicle.	Penalty from \$191 and 2 demerit points
	<b>NO STOPPING</b> Under no circumstances are you permitted to stop on a length of road to which a No Stopping Sign applies.	Penalty from \$344 and 2 demerit points
	<b>BUS ZONE</b> You must not stop your vehicle in the indicated zone unless you are driving a public bus.	Penalty from \$344 and 2 demerit points

Double parking	\$344 & 2 demerit points
Stop on path or nature strip	\$344 & 2 demerit points
Stop on / near marked pedestrian/children's crossing	\$457 & 2 demerit points
Approach children's crossing too quickly to stop safely	\$572 & 4 demerit points
Illegal U turns	\$457 & 4 demerit points
Stop across driveway	\$344 & 2 demerit points
Drive using a hand held mobile phone	\$457 & 5 demerit points
Parallel park close to (within 3 metres) double centre line	\$344 & 2 demerit points

**FINES CURRENT AS OF JULY 2019**

For a complete list of school zone offences visit [www.rma.nsw.gov.au](http://www.rma.nsw.gov.au)

21 Councils Court, Penrith NSW 2150  
 PO Box 1041, Penrith NSW 2150  
 Phone 02 8433 2433 Email [penrith@rma.nsw.gov.au](mailto:penrith@rma.nsw.gov.au)  
 Facsimile 02 8433 2432 [www.rma.nsw.gov.au](http://www.rma.nsw.gov.au)

**THE HILLS**  
 Council of Local Governments








AVAILABLE EVERY WEEKDAY!

## DO YOU NEED A TUTOR?

GIVE US A CALL ON  
0403 293 665

- |       |   |   |
|-------|---|---|
| K-6   |    | Literacy and Numeracy, O/C and Selective school test. |
| 7-10  |    | All subjects and skills.                              |
| 11-12 |  | All HSC subjects and skills.                          |



## Guitar Lessons

Learn guitar from an  
accredited & experienced  
guitar teacher.

- Acoustic or Electric
- All styles taught
- Beginner to Advanced

Call Owain today on  
**0433 548 772**

Available 7 days



# WINSTON HILLS NETBALL CLUB 2021

**STILL  
SEEKING  
A FEW  
PLAYERS**



**WHNC STILL  
has vacancies**

## **Who Wants to play NETBALL in 2021?**

\* Join a club \* Make New Friends \* Have Fun \* Be Part of a Team

### **\*\*\* UPDATED VACANCIES \*\*\***

**We have the following teams still open:**

**2 players for 7 Years (born 2014)**

**1 player for 8 Years (born 2013)**

**1 players for 13 Years (born 2008)**

**2 players for 14 Years (born 2007)**

**1 players for 15 Years (born 2006)**

*If you are interested please email: [whncregistrar@gmail.com](mailto:whncregistrar@gmail.com)*

*with the following details:*

*Parent's Name, Child's Name, Age Group, Contact Mobile &  
our Registrar will be in contact*



Winston Hills Netball Club



[www.winstonhillsnc.nsw.netball.com.au](http://www.winstonhillsnc.nsw.netball.com.au)

Made with PosterMyWall.com

**JOIN US IN**

**TEAM  APP**