Tommy’s Day Friday 9 September see p5
SOME KEY UPCOMING EVENTS

Y10 POLICE TALK
MON 29 AUG

VALID SCIENCE TESTING
MON 29 AUG

PROSPECTIVE CAPTAIN SPEECHES
THU 1 SEP

CAPTAIN’S INDUCTION
WED 7 SEP

TOMMY’S DAY
FRI 9 SEP

TOLLAR STEERS CHALLENGE
TUE 13 SEP

Y12 PARTY SAFE
THU 15 SEP

SINGLETON PRIME STOCK
THU 15 SEP

LABOUR DAY HOLIDAY
MON 3 OCT

NEXT P&C MEETING
5:30PM MON 5 SEP

A more complete list of school events is available from our online calendar; use or click on this link www.singleton-h.schools.nsw.edu.au/calendar

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Teaching someone to drive can be a happy experience.

You can learn all the simple steps on how to teach a learner driver at a FREE two hour workshop.

The next workshop in your area will be held:

**Time & Date:**
Thursday, 15 September 2016
5:30pm – 7:30pm

**Venue:**
Singleton High School
York Street
Singleton

**Book Now On:**
0419 165 369
(Bookings essential)

Roads and Maritime Services will be holding a FREE workshop for supervisors of Learner Drivers on 15 September 2016 at Singleton High School.

This workshop is aimed at increasing the capability and confidence of supervising drivers in teaching learner drivers the skills and behaviours necessary to become a safe driver.

The 2 hour workshop covers license conditions for learner and P plate licence holders, using the learner driver log book, the challenges faced by young drivers and the importance of teaching safe driving strategies.

The course also reinforces the important role of families in providing on-going support for young drivers in those critical early stages of solo driving.

Parents, supervisors and learners who have attended this course have found it boosted their confidence, helped them plan effective driving lessons and allowed them to share experiences with other parents, supervisors and learners.

The workshop is FREE however numbers are limited and bookings essential. Please email Mel at melanie.r.jones@rms.nsw.gov.au or call 0419 165 369 to find out more information or register your interest.

• OPEN MONDAY 8.30-10.00 & 3.30-5.00
• LOCATED NEAR THE MPC VIA MAIN OFFICE
• CASH, CHEQUE, EFTPOS, CREDIT CARD
• OR PAY ONLINE VIA SHS WEBSITE THEN COLLECT TUE - FRI FROM FRONT OFFICE

SICK OF SEARCHING FOR AND TYPING IN WEB ADDRESSES?

OF COURSE YOU ARE!

This pdf version of our newsletter is full of hyperlinks to help you!

Who cares how they work, all you do is click on them and you’ll go to the website mentioned.

Every web address, such as www.abc.net.au/splash and every CLICK HERE phrase is a hyperlink.

The front cover photos and the contents page are also hyperlinked to take you instantly to that article.

Click on any page number to return to the contents page.

The “Community Newsletter” banner on the cover takes you to the contents page.

And click in the top left of any page to go back to the cover.

Just click all over the place, it’s hyper cool!!
Congratulations to Tracey Holloway, Deputy Principal Y8 and Y11, for being awarded this week with a NSW Premier’s Teaching Scholarship.

Mrs Holloway has been an outstanding representative for public education over her career and this prestigious award is thoroughly deserved.

She plans to use it to investigate links between her subject area of Home Economics and successful Indigenous Education strategies.

CHINESE VISITORS
We had our first visit last week from our Chinese sister school, Jing Fan Middle School from Suzhou, China. Our visitors had a wonderful time and said they cannot wait for our reciprocal visit. I would like to extend a huge thank you to our host families, without whom this visit would not take place.

TRIAL HSC COMPLETED
Congratulations to Y12 students who have now completed their trial HSC Examinations.

There is an enormous amount of improvement that can be achieved between the trials and the HSC, so please continue with your study efforts for the home stretch!

PROJECT SUMMIT
Project Summit has started, with many students meeting with their mentor teachers already. This is a very exciting initiative aimed at improving the focus and goal setting abilities of our students.

MAJOR WORKS COMPLETED
We have had many students submitting major works for the HSC in the last fortnight with some wonderful projects coming to fruition. Congratulations to students for their hard work in these endeavours, well done!

Y10 SUBJECT SELECTION
Thank you to parents of Year 10 for attending our recent subject selection evening. We are currently forming lines for classes for Y11 2017. We will be holding a subject information evening for students in Y7 and Y8 on Thursday 8 September.

BEST WISHES Y11
All the best to Year 11 students as you prepare for your Preliminary Examinations. Do your very best!

EDUCATION MINISTER
Our school was recently visited by the Minister of Education, Adrian Piccoli. He met with members of the school executive and P&C, and discussed RAM funding, NAPLAN results and the new HSC.

Later he visited a Y8 Science class and the Clontarf Academy. We have included fact sheets in this newsletter about the new HSC, see pp 18-23 for more details.

SCHOOL CAPTAINS 2017
Next week we are holding interviews for potential school captains for 2017. This is an exciting time and we have a great group of students who have applied for these roles. I look forward to their interviews and speeches to the school.

RUGBY LEAGUE VICTORIES
Congratulations to both our Open and Buckley Shield rugby league teams, who are through to their respective state semi-finals. This is a wonderful achievement and a real credit to all students involved. A special thanks also to our talented coaches. See page 12 for more photos.
Suicide Prevention Day
Lifeline Hunter Central Coast hosts an event each year in recognition of World Suicide Prevention Day.

Join us in 2016 to show your support!

Lifeline joins international activities to observe World Suicide Prevention Day in September each year, a time to provide an opportunity to discuss suicide prevention openly and respectfully.

You can make a difference and show your support for the work that we do at Lifeline Hunter Central Coast by participating in Lifeline’s symbolic Out of the Shadows and into the Light dawn walk and/or our free breakfast.

We invite you to join us as we walk to raise awareness, remember those lost to suicide and unite in a commitment to prevent further deaths by suicide.

6:00 - 7:00am Out of the Shadows & into the Light Walk > REGISTER HERE
Assemble at the base of Fort Scratchley from 5:45am and walk along the foreshore with members of the NSW Police and Ambulance Services, returning via the Resilience Sculpture.

7:00 - 8:30am World Suicide Prevention Day Breakfast > REGISTER HERE
Free hot buffet breakfast at Fort Scratchley with guest speakers Rev. Kesh Rico Govan speaking about his own personal experiences in dealing with suicide and Garry King, subject-matter expert on self-harming behaviours.
LEARN ENGLISH AT TAFE

If you are new to Australia or have been living here for some time but want to improve your English we can help.

We have English courses and friendly teachers that will help you to read, write and speak using the English language.

Please call Singleton TAFE on 6578 7128 or access the Hunter TAFE website at www.hunter.tafensw.edu.au/ or telephone 131225

Tommy’s Day has become a reputable event on the school’s annual calendar. Tommy’s Day is all about raising awareness about cancer and in addition hopes to raise much needed funds for the Cancer Council.

The namesake of Tommy’s Day is from a much loved, former student of our school who sadly passed away from cancer.

Every year on Tommy’s Day we not only remember ‘Tommy’ but also all of our family and friends within the Singleton High community who have been touched by this disease.

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CHERRY BLOSSOMS BLOOMING

Just two weeks after being planted some of our Cherry Blossom saplings are already blooming.

The saplings were planted to celebrate 20 years of warm friendship and reciprocal visits between Singleton High School and the city of Takahata in Japan.

The next time you visit our school ask to see our boulevard of Cherry Blossoms between T Block and the sports oval - it will develop into a stunning vista in the coming years.

UPPER HUNTER YOUNG PERSON OF THE YEAR

Former student of Singleton High School Samantha Butler, Y12 2013, has won the award for Upper Hunter ‘Young Person of the Year’.

HT Administration, Dayna Cowmeadow, was very honoured to be invited to the RYDA Youth Awards to support Sam.

Sam and her family, as well as Dayna, were stunned and thrilled when Sam’s name was announced.

Sam continues to do great community work around Singleton and is also studying Social Work at Newcastle University. She has definitely found her path! Congratulations!!

FREE WELLBEING RESOURCES

FREE RESOURCES TO HELP YOUR CHILD
- creating motivation
- coping with stress
- risk factors
- relaxation techniques
- supporting them through senior years
- emotion and peak performance
- brain research

click anywhere on this panel and you will be taken to the Free Resources page of HUMAN CONNECTIONS where you can read and download information about the topics above

UNGooroo GP & HEALTH SERVICES

We offer Bulk Billing health services to the Aboriginal & Torres Strait Islander community:
- GP - Doctor
- GP - Dietician
- Physiotherapist
- Dentist for 0-18 years

The list above contains hyperlinks; click on a line and you will be taken to our website for more details

If you have any questions or require further information please contact us on the details below

TEL: 02 65 71 5111
admin@ungooroo.com.au
www.ungooroo.com.au

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TEL: 02 65 71 5111
admin@ungooroo.com.au
www.ungooroo.com.au
NSW Minister for Education, Adrian Piccoli, has announced the 21 teachers who have won a Premier’s Teacher Scholarship and acting Deputy Principal at our school, Tracey Holloway was one of them!

Mr Piccoli said the winning teachers were recommended by their peers, education specialists, industry professionals or their principals and are from across NSW.

“This program gives gifted teachers the opportunity to increase their depth of knowledge. Teachers benefit by learning cutting-edge education practices, acquiring new teaching methods and skills, and expanding their networks.

For more information click HERE.
Today staff and students wore purple to support diversity at our school.

Every young person is unique, important and worthy of love.

No one should be subject to bullying, belittlement or any form of invalidation.

We believe in a world in which every young person can thrive, irrelevant of their sex, sexuality or gender.

We want young people to be safe, supported and empowered, everywhere.

There are 6 ways to reach our goals

**EDUCATE**
**CELEBRATE**
**ADVOCATE**
**EMPOWER**
**CHALLENGE**
**SUPPORT**
Term 3 has been a busy time of learning and celebrating in K4. The class are enjoying participating in Community Access every second Friday.

This programme allows students to participate in shopping, making choices and using their money skills. Students are encouraged to make small purchases independently.

All students really enjoy a milk shake and donut after shopping for ingredients. This is followed by using the purchased ingredients to cook a meal that the class shares. This term we are focusing on easy and quick dinners that students will independently be able to cook at home.

We have also been learning about Ned Kelly in our True Crime unit. We completed a range of activities including spelling, discussion and creative writing. Students thoroughly enjoyed creating a “wanted” poster.

The class have also enjoyed a visit from the “Relay for Life” bear which was very exciting. As a class we have had the opportunity to participate in many exciting learning activities this term.

SUSAN GITTOES & VIRGINIA HORADAM
Participating in the NDIS in the Hunter area

About the NDIS
The National Disability Insurance Scheme (NDIS) is a new way of providing community living and individualised support for people with permanent and significant disability, and people with severe and persistent mental illness in limited circumstances.

The NDIS will deliver a life-long approach to support people with disability through individualised planning processes to identify the reasonable and necessary supports you need to enable to achieve your goals.

The NDIS is being rolled out in stages because it’s a big change to the current system.

People living in the Local Government Areas of Newcastle, Maitland and Lake Macquarie can access the Hunter area of the NDIS.

How do I participate in the NDIS?
To participate, you need to meet both the age and residence requirements. You also need to meet the disability or early intervention requirements.

Age requirements
You need to be aged less than 65 years when you make an access request.

Residence requirements
You need to:
- reside in Australia and
- be either an Australian citizen, a permanent resident of Australia, or a New Zealand citizen who is in a Protected Special Category Visa holder and
- be currently living in the Hunter area and
- be living in the Hunter area on 1 July 2013 or
- have moved to the Hunter area after 1 July 2013 for reasons such as work or education and exceptional circumstances apply or
- be a child born after 1 July 2013 and at least one of their parents cares for them and resides in the Hunter on the day they are born or
- be a child that comes into the care of a person after 1 July 2013 and at least one of the people with parental responsibility was already living in the Hunter area on 1 July 2013 and this will be the child’s place of residence.

Disability requirements
You will meet the disability requirements if:
- your disability is attributable to one or more intellectual, cognitive, neurological, sensory or physical impairments or to one or more impairments attributable to a psychiatric condition and
- your impairment is, or likely to be, permanent and
- your impairment substantially reduces your ability to take part effectively in activities (as communication, social interaction, learning, mobility, self-care or self-management), or perform tasks or actions unless:
  - you have assistance from other people on most days, or
  - you have assistive technology, equipment (other than common items such as glasses) or
  - you can’t take part effectively even with assistance or aids and equipment, and
- your impairment affects your capacity for social and economic participation and
- you are likely to require support under the NDIS (and not another service system such as the health system) for your lifetime.

An impairment that varies in intensity, for example because the impairment is of a chronic episodic nature, may still be permanent, and the person may require support under the NDIS for the person’s lifetime, despite the variation.

Early intervention requirements
You may meet the early intervention requirements if:
- you have one or more identified intellectual, cognitive, neurological, sensory or physical impairments that are, or are likely to be, permanent or
- you have one or more identified impairments that are attributable to a psychiatric condition or
- you are a child aged under 6 years with a developmental delay which results in:
  - substantially reduced functional capacity in one or more of the areas of self-care, receptive and expressive language, cognitive development or motor development and
  - results in the need for a combination and sequence of special interdisciplinary or generic care, treatment or other services which are of extended duration, and are individually planned and coordinated; and
- there is evidence that getting supports now (early intervention) will help you by:
  - reducing how much help you will need to do things because of your disability in the future; or
  - mitigating or alleviating preventing deterioration of your functional capacity, improving such functional capacity or
  - helping your family and carers to keep helping you and
- those supports are most appropriately funded through the NDIS, and not through another service system (such as the health system).

What happens next?
You can use My Access Checker on the website to see if you may be able to access support from the Scheme. If you think you may be able to access supports under the NDIS, then you will need to complete the Access Request Form.

More information
If you need help understanding the information in this fact sheet, or need more information, please:
- visit ndis.gov.au
- email enquiries@ndis.gov.au
- call 1800 800 110. TTY users phone 1800 555 677 then ask for 1800 800 110
- if you are a Speak and Listen (speech-to-speech relay) user — phone 1800 555 727 then ask for 1800 800 110
- if you are an internet relay user — visit the National Relay Service website and ask for 1800 800 110.
Last week our Y8 and Y9 boys successfully participated in the annual Ross Kelly Cup in Sydney. The trip started on Tuesday with the boys attending ANZ stadium for the Indigenous Careers Expo with the Canterbury bulldogs. The boys were pro-active in seeking information from stallholders and made the most of the freebies on offer.

That evening the Y9 boys attended the Ross Kelly Cup dinner at Circular Quay with a host of Clontarf corporate partners and current NSW coach Laurie Daley as the guest speaker. The following link is for the video that was shown to the boys at the dinner - VIDEO LINK.

The following day our boys competed in the Rugby League carnival where they were successful in winning two of their four games. Travis Whalan and Liam Pile were selected in the NSW Clontarf All Stars merit team.

On Thursday morning we were hosted by the Wests Tigers at their captain’s run and given a tour of their training facilities. Later that day we visited Sydney University for a tour about their Indigenous summer school program which a number of our boys will now attend in January.

Events for the next few weeks:
- Dinner at Spice & Lime with Mt Druitt Academy
- Glencore open-cut mine tour with Mt Druitt Academy
- VIP access to NFL match, Hawaii v California
- Senior Clontarf Employment forum at Tamworth
- Sticks to Stadium 4 day camp with Penrith Panthers

We have two Japanese exchange students from Takahata at our school this term; welcome to Riho and Keita.

Hello!
My name is Riho.
I am from Takahata, Japan.
My hobby is listening to foreign music.
My favourite singer is Taylor Swift.
I came to Singleton last year.
It was a wonderful experience for me.
Now I have many interesting friends.
They are kind and I am happy to know them.
I want to be a preschool teacher in a foreign place.

Hello!
My name is Keita.
I am from Takahata, Japan.
I am 16 years old and in Y10.
I stayed here two years ago and loved it.
I have many wonderful memories.
So I couldn’t wait to come back again.
I have old friends and I’m making new ones.
Australia is my second home.
My dream is to live here forever!
Singleton Track & Field Club will soon be taking registrations for the 2016-2017 Little Athletics season

At STFC it really doesn’t matter about your athletic ability as our main focus is on personal improvement and having fun. We hold weekly competition nights every Tuesday during the season starting at 5:30pm at Alroy Oval, Singleton.

Singleton Track & Field Club cater for almost any age group. We have Tiny Tots (3-4); Under 6's all the way through to the Under 17's. We also have an Under 20's and an Adult division.

We welcome any newcomers and all our returning athletes to register at Alroy Oval on:

- 20th September 4:00-6:00pm
- 27th September 4:00-6:00pm
- 4th October 4:00-6:00pm

- Registration is $75 for Tiny Tots or $95 for Under 6’s - U17’s
- An Early Bird discount of $10 will be given if you register on the above dates.
- A family discount of $10 is also available for registers of 3 or more children.
- Registering online is also available.

11/10/2016 – 1st Comp night / Trial night / Registration
21/03/2017 – Last Comp night

For more information go to our website:- www.stfc.com.au
In mid August, Tanya, Clayton, Arnold, Jessie and Hayden attended the Boccia Knockout Grand Final at the State Sport Centre, Homebush. There were 16 schools in the Grand Final and Singleton High School came 12th in the state.

Our students represented Singleton High School with pride and excellent sportsmanship. Hayden was the team captain and he carried out this role in an outstanding and fair manner. Arnold assisted Tanya with setting up her ramp to roll the ball, and he did this brilliantly, lining the jack up perfectly. All of our Boccia team should be very proud of their achievement. Congratulations !!!

---

**ROBERT PRUDENCE**

**STAFF PROFILE**

WHERE DID YOU GROW UP?
Newcastle & Lake Macquarie

WHAT WAS YOUR FIRST JOB?
First real job was a commercial diver

BEST HOLIDAY YOU’VE HAD?
Annual Canberra pilgrimage in January

PLACE YOU MOST WANT TO VISIT NEXT?
I’d like to go back to Korea someday

FAVOURITE SUPERHERO?
Wolverine, Deadpool, Harvey Birdman

FAVOURITE SPORTS TEAM?
Triple 8 Racing, Red Bull Racing F1

FAVOURITE BOOK?
Hitch-Hiker's Guide to the Galaxy, any work by Jasper Fforde or Terry Pratchett

WHO OR WHAT INSPIRES YOU?
Those with a skill who work hard

WHAT BORES YOU THE MOST?
The latest trend. They come and go so fast, I quit trying to keep up years ago.

NAME ONE THING ON YOUR BUCKET LIST?
To see even more of the wider world

WHAT YOU WANT INVENTED?
The promise of the Jetsons - a flying car

WHO WOULD YOU BE IN HISTORY?
John Wooden, a great basketball coach who wonso many titles and who made sport a metaphor for life

WORST SUBJECT AT SCHOOL?
Home economics, my teachers didn’t believe that I could sew!

DESCRIBE YOUR DRIVING STYLE?
Laid back, but fast when I have to be

HAVE YOU EVER BEEN SEASICK?
Not even in a massive storm after a shark dive. Small boat, huge seas, didn’t even spill my cuppa!

---

**NICOLE APPS**

**STAFF PROFILE**

WHERE DID YOU GROW UP?
I grew up in Young NSW

WHAT WAS YOUR FIRST JOB?
At a newsagency run by a cranky man

BEST HOLIDAY YOU’VE HAD?
Definitely the relaxation of Tasmania

PLACE YOU MOST WANT TO VISIT NEXT?
Italy - because I really love pizza!!

FAVOURITE SUPERHERO?
Invisible supermum with many powers

FAVOURITE SPORTS TEAM?
Wests Tigers

FAVOURITE BOOK?
Lord of the Flies

WHO OR WHAT INSPIRES YOU?
Usain Bolte, who lost his first Olympic race

WHAT BORES YOU THE MOST?
Brilliant people wandering aimlessly

NAME ONE THING ON YOUR BUCKET LIST?
Give an inspiring TED Talk

WHAT YOU WANT INVENTED?
A machine that enables you to sleep less and wake refreshed

WHO WOULD YOU BE IN HISTORY?
John Wooden, a great basketball coach who won 14 college titles and who made sport a metaphor for life

WORST SUBJECT AT SCHOOL?
Art, but I was told I lacked ability!!

DESCRIBE YOUR DRIVING STYLE?
Depending on who is in the car I can be focussed & precise or relaxed & engaged

HAVE YOU EVER BEEN SEASICK?
No, but I haven’t had many sea trips
KIDS CAN JOIN THE FUN AND LEARN TO PLAY CRICKET

PLAYING FUN GAMES OF CRICKET

HAVING FUN LEARNING THE SKILLS

YOUR FIRST INDOOR WIN

TAKING YOUR FIRST WICKET

CRICKET IS A SPORT FOR ALL AND THERE ARE MORE WAYS THAN EVER FOR KIDS TO EXPERIENCE THE FUN OF CRICKET!

MILO in2CRICKET

MILO in2CRICKET introduces girls and boys to Australia's favourite sport. It's great fun, safe, kids learn the basic cricket skills and is available for kids of all abilities.

- For kids aged 5-6
- Fun and safe environment to learn cricket
- Learn basic cricket skills
- Develop fundamental movements skills
- Develop team values
- 8-12 week program

- All equipment supplied, including soft ball
- Sessions last up to 60 minutes
- Inclusive of all abilities, skill levels and children with a disability
- Kids receive a BONUS player pack upon registration

MILO T20 BLAST

MILO T20 Blast is fun, safe, active and best of all, it's cricket and it's a blast! It gives girls and boys the opportunity to play fun games of cricket and continue learning cricket skills in a fun and social setting.

- For kids aged 7-12
- Fun and safe environment
- No kids who want to improve their skills
- All games last up to 90 minutes
- Everyone gets a chance to bat, bowl and field
- Qualified by accredited coaches
- 8 week program

- All equipment supplied, including a soft ball
- Games are played at one venue
- Teams only, as well as mixed teams are available
- Inclusive of children with a disability
- Exciting atmosphere complete with music and dancing
- Kids receive a BONUS player pack upon registration

JUNIOR INDOOR CRICKET

Indoor cricket is a fun and social way for kids to keep active with their friends and family. And with shorter games, it's now easier to play than ever.

- For kids of all ages
- Action-packed games, where everyone gets a chance to bat, bowl and field
- Can be played all year round
- All equipment is supplied, including a soft ball

- Girls only teams as well as mixed teams are available
- Teams of 6 to 8 players
- All games last just over an hour
- Join a team or get friends together and form your own team

JUNIOR CLUB CRICKET

Junior Club cricket is perfect for girls and boys who want to socialise, have some fun and keep active in a competitive environment.

- For kids of all ages
- Continue to improve their cricket skills
- Develop friendships and connections with your local community
- Traditional formats of cricket, played on Friday (between 5pm-6pm), Saturday (between 8am-12pm) or Sunday

- Innings and afternoons, varies between clubs
- Variety of formats including T20, One-Day and Twenty20 matches
- Playing offered during school nights
- Girls only teams as well as mixed teams are available

Visit PLAYCRICKET.COM.AU to find your local club and register today

ACTIVITY: Junior Cricket Boys and Girls
AGE: 5 yrs - Under 16

CLUB/Centre: Singleton Junior Cricket Association

ADDRESS: Cook Park

Find us on Facebook: Singleton District Junior Cricket Association

DATE: 14th October 2016
TIME: Games Start 4.30pm

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HALT – WHO GOES THERE?

September 9, 2016, will see Freedom of Entry granted to Singleton Military Area. This important ceremony marks the 50th year since it was first conducted in Singleton back in 1966.

It is the re-enactment of a medieval custom in which troops, on their long crusades through Europe, would ask permission to enter the cities and villages along their travels. If those troops seemed untrustworthy, access was denied. When access was granted, it reflected the trust and respect a village had for the soldiers. It has now become the highest compliment that a town can bestow and very much reflects the wonderful relationship Singleton enjoys with the Australian School of Infantry in our very own Local Government Area.

September 9 is a day to come out and applaud our soldiers and celebrate the great relationship we share. It is a day to honour their commitment to our beautiful country and to say thank you.

Road Closure Notification

Freedom of Entry

WHEN – Friday September 9, 2016 at 11.00am.

WHERE – Soldiers will form up in Hunter Street, head right into John Street at 11am. The Challenge with the lone police man will happen underneath the Hunter Crossing Bridge in John Street. Once Freedom is granted, the soldiers will continue down Queen Street where they will halt on the road adjacent to the Village Green (grassed area—between Singleton Library and Singleton Civic Centre). Here they will be welcomed by Mayor John Martin who will then inspect the troops and Newcastle Army Band.

VANTAGE POINTS – Cheer the troops as they march down John Street from Hunter Street to the Civic Centre. The Challenge by the Commanding Officer and police man will take place under the Hunter Crossing Bridge. Hear the words of welcome on the Village Green.

ROAD CLOSURES – Please note that this significant event will result in short-term yet significant temporary road closures. Detours will be put in place but access to some areas of the CBD will be impacted between the times of 10:50am and 11:30am and a section of Queen Street will be closed until the ceremony is complete at around 12:15pm.

For more information please contact:
Singleton Council on (02) 6578 7560
singleton.nsw.gov.au
GENERAL

WHAT HAS THE NSW GOVERNMENT ANNOUNCED?

The NSW Higher School Certificate (HSC) will undergo wide-reaching reform to support all students achieving a minimum standard of literacy and numeracy, to reduce excessive student stress, to remove opportunities for plagiarism and pre-prepared responses, and to motivate and challenge students to achieve at their highest possible levels.

HOW WILL THESE PROPOSALS IMPROVE THE CURRENT HSC?

The establishment of a minimum standard of literacy and numeracy for the award of the HSC will give students the essential skills they require for their daily lives, expand their career options and give employers confidence in their capabilities.

Syllabuses will place more emphasis on depth of learning and analytical skills, which will provide students with the solid foundation of knowledge and skills that can be applied after school in further studies and the workplace.

A stronger emphasis on the mastery of knowledge and skills, instead of a broad overview of content, will ensure that students have the space to engage in more complex content and skills.

Providing a new Science Extension course will motivate and challenge students to achieve at the highest levels.

Streamlining assessment will reduce excessive stress, and give students greater scope to demonstrate what they know.

WHO DESIGNED THESE PROPOSALS?

The Board of Studies, Teaching and Educational Standards NSW (BOSTES) has developed these proposals across three broad areas of reform – curriculum, assessment and a minimum standard for the HSC credential.

These proposals have been informed by frequent consultation with the NSW education community (including principal, parent, sector, teaching and union representatives) during 2015–16 and research and data from local, national and international high-performing education systems and experts.

MINIMUM STANDARD

WHAT HAS THE NSW GOVERNMENT ANNOUNCED?

The NSW Government has announced that all Year 12 students must reach a minimum standard of literacy and numeracy to receive the HSC from 2020.

WHAT IS THE MINIMUM STANDARD?

The standard is set at the Australian Core Skills Framework (ACSF) Level 3, a nationally agreed standard of functional literacy and numeracy.

The ACSF has been endorsed by federal and state governments. It describes the core literacy and numeracy skills required in personal, community, work and training contexts. The minimum standard for the award of the HSC will be set to a functional level of literacy and numeracy necessary to succeed in everyday life and work. The BOSTES Board has endorsed this standard for the award of the HSC at ACSF Level 3.

More information about the ACSF can be found at https://www.education.gov.au/australian-core-skills-framework

WHO HAS TO MEET THE NEW REQUIREMENT OF A MINIMUM STANDARD OF LITERACY AND NUMERACY?

Any student who wishes to receive the HSC from 2020 will be required to meet the minimum standard.

Students with disabilities undertaking Life Skills courses, and students from a non-English speaking background who have been learning English for less than one year will be exempt from meeting the standard.

HOW CAN A STUDENT MEET THE STANDARD?

Students can demonstrate they have met the standard by achieving:

- a Band 8 in each of their Year 9 NAPLAN® reading, writing and numeracy tests; or
- a pass in the online literacy and numeracy test in Years 10, 11 or 12.

A demonstration test indicating the level of skills required is available at hsliteracynumeracy.bostes.nsw.edu.au
WHEN WILL THE LITERACY AND NUMERACY STANDARD APPLY TO STUDENTS?

The BOSTES Board has determined that the literacy and numeracy standard will apply to Year 12 students completing the HSC from 2020. These students will be undertaking Year 9 NAPLAN in 2017, which will be the first opportunity to satisfy the standard.

HOW MANY OPPORTUNITIES ARE THERE TO ACHIEVE THE LITERACY AND NUMERACY STANDARD?

The first opportunity to meet the standard is Year 9 NAPLAN. This gives students, their teachers and schools time to improve their literacy and numeracy skills well before the HSC. This early opportunity also prompts a focus on literacy and numeracy in the earlier years of school, and on students meeting their progressive milestones in these core skills. This focus will help all students, not just HSC students. Those students who do not reach the standard in Year 9 will have sufficient time with their teachers, parents and schools to work on strategies and measures to improve their performance.

It is fair to provide students with multiple opportunities to reach the standard. Students mature at different stages, and may master essential literacy and numeracy concepts at different times.

The key purpose in introducing a standard is to ensure that students who complete secondary school and are awarded an HSC have a functional baseline of literacy and numeracy skills.

WHY HAS BOSTES INTRODUCED A MINIMUM STANDARD FOR THE AWARD OF THE HSC?

Literacy and numeracy are indispensable to function effectively in society. The best indicator of success in life after school – including in employment, higher salaries and good health – is a student’s literacy and numeracy skills. Improving students’ literacy and numeracy prepares them for life beyond school by providing better access to jobs and further training.

NSW NAPLAN data shows that about 24% of Year 9 students are at or below the national minimum standard for Reading and about 19% are at or below the standard for Numeracy. These students are already at risk of not attaining the skills they need in life unless they receive targeted intervention and support.

The HSC does not directly measure students’ literacy and numeracy skills or require minimum standards to be met for the award of the credential.

However, the community, business and employers require an assurance that students have the literacy and numeracy skills they need when they leave school.

The minimum standard will prompt a whole-of-school focus on literacy and numeracy to benefit students in all school years, including those who leave school without an HSC.

IF STUDENTS DO NOT REACH THE LITERACY AND NUMERACY STANDARD BY THE END OF YEAR 10, WILL THEY HAVE TO DO MATHS IN YEAR 11?

All students should complete high school with a functional level of numeracy for everyday life and employment.

There will be no mandatory requirement to take maths for the HSC. But students who do not meet the standard by the end of Year 10 will need to complete further work in numeracy courses or maths topics in Years 11 and 12 until they pass the online literacy and numeracy test.

Schools may choose to deliver short courses, topics or additional tutoring in numeracy skills. Some students may choose to continue studying maths as the best means of improving their numeracy skills to meet the standard.

WHAT HAPPENS IF A STUDENT DOES NOT MEET THE LITERACY AND NUMERACY STANDARD BY THE END OF YEAR 12?

Year 12 students who do not reach the standard and qualify for the HSC will receive the Record of School Achievement (RoSA). The RoSA was introduced by the NSW Government to replace the out-dated School Certificate. The RoSA is a record of a student’s academic results and other achievements provided to those who leave school before finishing Year 12.

Students who do not demonstrate the standard will have five years after leaving school to meet the literacy and numeracy standard and receive an HSC.

HOW WILL BOSTES, SCHOOLS AND TEACHERS SUPPORT STUDENTS TO ACHIEVE THE STANDARD?

Support materials, including resources from BOSTES, will emphasise the early identification of students in primary and high school at risk of not meeting the standards. Strategies and materials will be available to assist teachers in supporting students to reach the standard.

English and maths courses in Years 11 and 12 have been redesigned by BOSTES to include units in literacy and numeracy linked to the standard, which will help ensure students develop the skills they need.

The minimum standard is part of a broader NSW Government strategy to support vulnerable citizens to succeed in life and work. The minimum standard complements a new cross-sectoral, statewide strategy to boost literacy and numeracy. More detail about the strategy will be released later in 2016.
HOW MANY STUDENTS WILL BE AFFECTED?

Every student will be affected by the introduction of a minimum standard, with every student benefiting from the resulting stronger focus on literacy and numeracy.

A whole-of-school focus on literacy and numeracy will help improve these essential skills for all students from the early years through to the HSC.

Even those students who leave school before completing Year 12 will benefit from a stronger emphasis on literacy and numeracy. BOSTES data shows that about 20,000 students already leave school between Year 10 and the end of Year 12 without an HSC.

HOW MANY STUDENTS WILL MEET THE MINIMUM STANDARD AND RECEIVE THE HSC IN 2020?

Of the 70,000 students who complete the HSC annually, the vast majority will meet the minimum standard of literacy and numeracy.

Based on an analysis of NAPLAN results, BOSTES forecasts that at least 50% of HSC students will pre-qualify for the minimum standard in Year 9, by achieving Band 8 in their NAPLAN reading, writing, and numeracy tests.

Students at risk of not meeting the standard will be supported to improve their literacy and numeracy skills through early intervention, tailored resources, and curriculum focused on these skills.

THE LITERACY AND NUMERACY STANDARD IS A MINIMUM. HOW DO THE HSC REFORMS RAISE STANDARDS FOR ALL STUDENTS, INCLUDING HIGH ACHIEVERS?

The minimum standard places a premium on the development of literacy and numeracy skills, which will lift achievement across the range of student ability. Introducing a standard in Western Australia, for example, is credited with lifting the proportion of students in the top two NAPLAN bands. Even advanced students will benefit from an increased focus on literacy and numeracy to develop more sophisticated skills.

The changes to the HSC foster the development of more complex knowledge and skills, reduce excessive student stress, decrease opportunities for plagiarism and pre-prepared exam responses, and motivate and challenge students to achieve at their highest possible level.

Standards set for the HSC influence teaching and learning priorities in the earlier years of school. Every student will benefit from a greater focus on the mastery of knowledge and skills as they move through school. The HSC is not the end of learning for students, but preparation for the next stage of a student’s life.

CURRICULUM

WHAT HAS THE NSW GOVERNMENT ANNOUNCED?

BOSTES will release draft new syllabuses for public consultation in English, maths, science and history for Years 11 and 12.

The draft syllabuses focus on students developing mastery of skills and understanding, rather than a broad overview of content.

Syllabuses will be kept up to date through a more efficient review cycle.

A new one-year extension course in science is proposed, starting for Year 12 students in 2019.

WHAT NEW SYLLABUSES WILL BOSTES RELEASE?

BOSTES is releasing 17 draft syllabuses for Year 11 and 12 students in English, maths, science and history for public consultation.

English
• English (Standard)
• English (Advanced)
• English as an Additional Language or Dialect (EAL/D)
• English Studies
• English Extension and English Extension 2

Mathematics
• Mathematics General 1
• Mathematics General 2
• Mathematics
• Mathematics Extension 1 and Mathematics Extension 2

Science
• Biology
• Chemistry
• Earth and Environmental Science
• Investigating Science
• Physics

History
• Ancient History
• Modern History
• History Extension

There will also be public consultation on draft Life Skills outcomes and content in English, maths, science and history.

The six-week consultation period on the draft syllabuses is the last, formal opportunity for the community to provide feedback on the new courses.

For more information on public consultation on draft syllabuses see www.bostes.nsw.edu.au
WHEN WILL STUDENTS BE TAUGHT THE NEW SYLLABUSES?

The Year 11 students of 2018 will begin their senior secondary studies with the new syllabuses in English, maths, science and history. The Year 12 students of 2019 will be the first to complete HSC exams in these subjects.

WHAT ARE THE OVERARCHING PRINCIPLES IN THESE NEW SYLLABUSES?

The principles that apply to English, maths, science and history will apply to the renewal of the remaining syllabuses. These include:

• a focus on ‘depth’ of content studied rather than ‘breadth’ of topics covered
• online syllabus, rather than static, paper copies
• interactive e-syllabus linking new courses to teaching and assessment resources, such as lesson plans and assessment tasks

WHY ARE ONLY THE ENGLISH, MATHS, SCIENCE AND HISTORY SYLLABUSES BEING UPDATED?

English, maths, science and history are the first subject areas to be revised in line with NSW’s commitment to align the syllabuses with Year 11 and 12 Australian Curriculum content. BOSTES will progressively review and update the remaining Years 11 and 12 syllabuses, starting with a review of technology and some Asian language syllabuses from 2017.

WHEN WILL THE NEW COURSES BE TAUGHT IN SCHOOLS?

The new draft syllabuses are now subject to public consultation, and will be finalised by the end of 2016. BOSTES understands that teachers need time to adjust their teaching practices and process the new content. Schools and teachers will have all of 2017 to familiarise themselves with the new content, and to plan lessons, prior to implementation in 2018.

Introducing new syllabuses in English, maths, science and history for Years 11 and 12 students will require careful planning for everyone involved in secondary school education. The 70,000 students who complete the HSC each year are required to study English; therefore changes to the English syllabus content and assessment alone will have a big impact. Maths, science and history are some of the most popular courses studied each year.

The process allowing teachers a year of familiarisation is well established in NSW.

HOW WILL THE SYLLABUS REVIEW PROCESS BE IMPROVED?

The HSC was last reviewed 17 years ago. Technological advances, changing national priorities and workplace expectations have affected NSW’s social, economic and educational environment.
ASSESSMENT

WHAT HAS THE NSW GOVERNMENT ANNOUNCED?

School-based assessment will be capped to reduce excessive student stress from over-assessment and allow a greater focus on teaching and learning.

HSC exam questions will be redesigned to reduce the opportunity for formulaic responses and cheating. Stricter guidelines will be issued to assure the authorship of take-home assessments and projects.

A common scale will be introduced for the maths courses, giving students in advanced courses better recognition of their efforts and encouraging students to study the level of maths best suited to their ability. This removes the incentive for students to take easier courses in an effort to gain higher marks.

WHEN WILL THE ASSESSMENT CHANGES BE INTRODUCED?

Changes to assessment will be introduced as appropriate across all courses from 2018 (Year 11 students) and 2019 (Year 12 students).

WHY IS BOSTES CHANGING ASSESSMENT?

The HSC mark comprises 50% school-based and 50% external BOSTES assessment. School-based assessment was originally introduced to evaluate outcomes that are not as effectively measured in the final exam, and to reduce the stress and pressure experienced during the HSC exams.

Over time, this balance has shifted. Assessment is not simply a measure of the progress students have made; it is also part of the learning process and provides important feedback to teachers and students. These changes will shift the emphasis of assessment to allow a greater focus on teaching and learning.

Students feel over-assessed, experience relentless assessment regimes, and some resort to undesirable practices such as plagiarism and pre-prepared responses.

Resilience and an ability to cope with change are vital skills for a student to develop at school. However, students should not be subjected to assessment regimes that are endless, repetitive, and only mimic the HSC exam questions.

A greater focus on teaching and learning, and assessment as part of the learning cycle (and not simply a measure of the progress students have made), will increase student engagement and improve their learning.

HOW MANY SCHOOL-BASED ASSESSMENTS WILL THERE BE IN YEAR 11 AND IN YEAR 12?

BOSTES will cap school-based assessment to:

• a maximum of three assessments per course in Year 11
• a maximum of four assessments per course in Year 12, including the HSC trial exam.

The final HSC exams held in October and November each year will continue. These exams form 50% of a student’s final HSC mark.

WHY CAP ASSESSMENTS?

In BOSTES consultations on the HSC over the past three years, teachers, parents and students have reported that Year 11 and 12 students experience assessment fatigue.

Some schools are using school assessments as a way to motivate students, or to ensure they attempt work. This means students can have up to six assessment tasks per course in each year. For example, a student with five 2 Unit subjects can have 25–30 assessment tasks over three terms – which equates to an average of one per week. In reality, assessment tasks are clustered at similar points of the school year.

From the student perspective, every assessment task counts, whether it is worth 5% or 25%. The assessments are not always single tasks, such as one essay, and often comprise sub-tasks that require a substantial amount of work to complete. Students often feel compelled to choose to do “what’s due next”, or “what’s worth more”.

Some assessment tasks replicate previous HSC exam questions, either in the form of an essay, or mimicking the exam. This limits the variety of tasks used to assess student knowledge.

Fewer assessment tasks will allow schools to spend more time on the knowledge and skills in a course, and shift the focus from superficial learning just for the exam.

WHY SHOULD BOSTES HSC EXAM QUESTIONS CHANGE?

Some HSC exam questions are very similar, year on year. Teaching and learning can become formulaic in reflecting this. Courses with a large number of options have a limited number of exam-type questions that can apply across all topics.

Students repeatedly practise their essay (particularly in English and History), resulting in pre-preparation and memorisation of essays. Some schools set the previous HSC essay questions for homework tasks, or under exam conditions for the HSC trial exam.

Memorising key facts and skills, such as times tables, formulas and quotations, is important. But memorising entire essays to adapt and reproduce in an exam is a narrow demonstration of a student’s application of knowledge and skills.

BOSTES needs to shake up these negative learning practices by requiring HSC exam questions to be less predictable, so students are required to apply their knowledge and skills in
response to the exam question. Changing HSC exam questions will reduce opportunities to cheat and plagiarise.

WILL THERE STILL BE FINAL, WRITTEN HSC EXAMS?

Yes. The final HSC exams held in October and November of each year will continue. These exams will continue to form 50% of a student’s final HSC mark.

The proposals relating to school-based assessment and the final exams aim to create a more complementary relationship between the two modes of assessment. They provide students with equal and appropriate opportunities to demonstrate what they know and can do.

WHY SHOULD THERE BE A COMMON MARKING SCALE IN MATHS?

Maths courses, like English, will be on a common scale, which will allow comparison of students doing easier or harder courses.

Placing maths courses on a common scale will act as a disincentive for capable students who deliberately choose easier courses for a perceived ATAR advantage.

The common scale will allow better recognition of student efforts and encourage them to take a maths course that better suits their ability.

HOW CAN I FIND OUT MORE INFORMATION ABOUT THESE HSC REFORMS?

BOSTES will keep parents, students, teachers and the broader community informed of progress via the website www.boardofstudies.nsw.edu.au/stronger-hsc-standards

BOSTES will continue to use existing communication channels and committee structures, including the BOSTES Board, to monitor these reforms and update the community as required.