Principal’s Report

I wish I could say that 2013 has been much the same as any other year. I can’t, because I do believe it gets better and better each year here at the Farms! Our student numbers continue to rise and with that comes a flood of new students with exceptional talents. Put those beside our existing students and the quality of the student body becomes exceptionally impressive and the envy of many.

Sporting talents were on display at our swim, cross country and athletics carnival. We had a high number of students proceed to the higher levels of competition at zone, regional and state and some of them did very well indeed.

Our new school leaders embraced their roles with enthusiasm and gusto and we have an invigorated SRC that is focused on making a difference in a number of areas. The SRC camp earlier in the year was a great success with many leadership skills developed and enhanced. The group returned to school with new goals and firm ideas about how they would achieve those goals.

Our performers continue to shine. Our music, dance and drama students showcased their talents at yet another outstanding FAME at the Farms event in June. A record number of students auditioned and the shows were greeted with resounding applause from an appreciative audience. One new parent to the school commented that she had never seen such a collection of talent in the one place before. She had obviously not been to FAME before!

Our weekly assemblies continue to provide platforms for performers to practice and improve with many students offering to sing, dance or play for the student body. The ease with which they do is testament to the respect their peers have for their skill and talent.

Our debaters, public speakers, academic competitors and student volunteers continued their strong tradition of dedication to improvement. Many competitions were won, many awards received and many accolades were tendered. Our staff are to be congratulated to their dedication and commitment to supporting our students with their school and extracurricular pursuits. Without them we would surely not be as impressive as we are.

So I congratulate all our contributors to this year’s FACTS magazine. Their reports tell of a vibrant, active and dynamic school. I hope you enjoying reading their material.

Christina Bennet
Principal
it is rather astonishing that we are now half way through the school year in 2013 as the time seems to have passed so quickly. However, when we do take the opportunity to reflect and ponder what has occurred at Model Farms, it becomes evident that a significant amount has been achieved, in only 6 months.

For each event, recognition, excursion, carnival and gathering at the school, I have been able to look upon these with an outsider’s set of eyes as each school functions differently and this is my first view of how Model Farms operates. What I can honestly say is that the students, parents, teachers and wider community should be extremely proud of Model Farms High School. This is a very high quality school where achievement is both valued and recognised; students are encouraged and supported by a very experienced and caring staff.

2013 began with a series of evenings designed to both assist students and parents and also to allow parents and teachers to meet in a social atmosphere.

The Year 7 In Touch Evening was the first opportunity for parents to meet staff, talk about their child’s progress and how they have settled in and to see first-hand how the school works in partnership with families. This proved to be a wonderful success, and thanks to the evaluations from parents and staff, the 2014 event will be even better.

Year 7 students also attended camp in Narrabeen in term 1, and I had the pleasure of visiting the group on one of the afternoons. I was able to see Year 7 and Year 11 Peer Support Leaders interacting, enjoying themselves and learning about resilience, being part of a team and making new friends. Thank you to Ms Anna Varghese for her efforts in the organisation and delivery of this wonderful experience and to the teachers who supervised our students.

Year 11 students commenced their Preliminary studies in 2013, being the first cohort to move through the new ROSA system. Our Year 11 In Contact Evening allowed students and parents to hear about the demands and requirements of senior study from the view of ex Girraween Selective High School Principal, Mary Ann Das Neves. The feedback indicated that this was an invaluable experience as it provided a series of points that families could discuss related to organisation, stress, commitments and the indicators of when life is going well, and when difficulties are nearby.

The weekly assemblies have proven to be a highlight on my calendar in 2013. These assemblies demonstrate many of the features I value about the school. Students are recognised for their achievement through the school merit system, the audience experiences wonderful student performances, our student leaders MC the event and the audience respects and supports those on stage.

Along with recognising student effort and achievement, Model Farms values the professional development of its staff and leaders. Professional development activities and workshops have included chemical safety in schools, understanding individual student needs, preparing for the introduction of new curricula and continually improving the systems than underpin our core business, teaching and learning.
The 2013 Executive Conference, held on Wednesday 22 and Thursday 23 May Week proved to be an invaluable development experience for our school leaders. The conference allowed the executive team to reflect on current practices and plan the way forward to deliver a vibrant, challenging and relevant curriculum in the forthcoming years.

As I write this article, the first of our presentation breakfast assemblies is to take place. This is another example of how student academic effort achievement is recognised at Model Farms. I look forward to seeing this for the first time, once again through a new person’s set of eyes.

There is simply much to celebrate about life at Model Farms High. I have the pleasure of seeing this through sporting, recreational and extra curricula activities, listening to the stories from our wonderful cohort of students and in meeting with parents and community members. I would like to thank the students, staff, parents and community, for the way they have welcomed me to their school in 2013. I wish all students every success for the forthcoming year, and in particular the groups I oversee, Years 7, 9 and 11.

Mark Grady
Deputy Principal
Once again the year streaks past and it just seems like yesterday that I was sitting down to write by 2012 report. Once again it has been another great year at the Farms. This year saw Mr Grady join me as my “partner against crime” overseeing 3 cohorts within the school. This structure has been working really well enabling me to focus on 3 groups and gain a better understanding of where individual students are at.

From a properties perspective this year has been a very productive one. This time last year we were hoping to gain DEC funding for the refurbishment of one of our kitchens. This term saw the completion of the kitchen after a term of being roomless. A really big thanks to the Home Economics staff for their patience during this rebuild. Teaching Home Economics without a kitchen is rather challenging.

By the time you are reading this we should also have our second room (K2) was refurbished with the financial support of our wonderful P & C. We thank them for their generosity and kindness. It will be a much more domestic looking kitchen as we are without the bank balance to pay for stainless steel. The project was completed in the June/July break and will give the Home Economics team access to the best facilities in the school’s history.

2013 is the final year of the federal government’s Laptops in Schools program. This year’s allocation of about 200 laptops has not been distributed to Year 9 students. Rather, we have invested in 6 trolleys designed to take 30 laptops and created a recharging location for the trolleys in each of the levels in the blocks. Teachers can now book these trolleys for use with their class. This significantly increases our ability to provide IT infrastructure to our students across all year groups.

2013 saw Model Farms join the Facebook world. After a few teething issues early on we think the page now provides the sort of instant means of communicating with parents we set out to achieve. Although students are free to “like” us it is parents we really want to join. If you are a Facebooker look for us at Model Farms High School (NSW).

We are now in the final stages of negotiating with a company to construct a COLA over our basketball courts. This major project has been years in the making (and saving!). This COLA will not only provide additional wet-weather space for our students but enable us to use the space for short year meetings or house meetings while keeping students out of the weather.

The next major project will be construction of a new set of change rooms on the end of block 7. This will eliminate the noise and disruption in the TLC and block 1 with, at times, 100 students streaming in and out getting ready for PE or sport. This will then leave this space open for future development. The way our numbers are increasing at the moment we will probably need the space for everyday classrooms. Overall a great start to 2013. Once again the Farms continue to be a fantastic place to work and learn.
Mr. Anderson
Deputy Principal
From the Science Faculty

Students News
Years 7 and 10 have completed their major research projects and some interesting things were discovered.

Years 7 have been busily becoming scientists, learning to use the equipment and completing experiments. They have also completed their major research project and some interesting things were discovered.

Year 8 have been busy building on their knowledge from Year 7, and have continued to increase their practical skills.

Year 9 have started doing more detailed chemistry, biology and physics and are about to do a brain dissection.

Year 10 have completed their major research project and have produced some amazing work. They are all busily working towards getting their ROSA.

In Years 11 and 12 we have students studying Biology, Chemistry, Physics and Senior Science. We also have students studying Agriculture in Years 7, 9, 10, 11 and 12.

Australian Science Competition 2013
This year’s competition date was in June. We had over 90 students from Years 7 to 11 participate and we are sure there will be some outstanding results this year.

Chemistry Quiz 2013
The Australian Chemistry Quiz is going to be held early Term 3 and we are sure there will be some outstanding results.

Laptops
Years 10, 11 and 12 are busy using their laptops and each class is getting use in many different programs and applications for use in Science. For example, Year 10 have been using their laptops for looking at DNA replication and production of amino acids. It has also been useful for Years 11 and 12 to have access to the Board of Studies website.

Primary Links
Years 8 and 9 students have been helpers with the Primary Links program. The students involved have enjoyed showing off their Science skills and assisting the students from the Primary Schools in undertaking Science experiments. If it wasn’t for the helpers, this program would not be as successful.

Open Night
This year’s open night was another great success. Many parents and students passed through the Science room, looking at all the different gadgets and gizmos that are available for use in Science. At times it was shoulder to shoulder of people. The favourite activity for the night was making sherbet and the Year 10 helpers were kept very busy!!
Excursions
The following list is just a few excursions that have happened so far this year. Year 12 Biology have been to the Children’s Hospital and are about to go to the Museum of Human Disease at UNSW. Year 12 Chemistry are going to UWS to use the Atomic Absorption Spectrometer. Year 11 Biology are going on an ecological fieldtrip to the Field of Mars.

Fiona Hoy
HT Science
Wow, hasn’t the year flown by!

With great pleasure I look back on some of the wonderful moments in this dynamic faculty for semester 1, 2013.

**Year 7 and 8 Technology – Food and Textiles**: Having worked through the trimester our first group of students in Years 7 and 8 have now acquired new skills in the areas of designing and making boxer shorts, healthy meals, how to create a web-based cookbook aimed at teenagers and creating some breathtakingly awesome kites.

**Food Technology and Hospitality Classes**

Term 2 saw the handover of our fabulous newly refurbished stainless steel kitchen in 3K1. All elective food technology and hospitality classes and their teachers have welcomed this fantastic resource. It is particularly of major benefit to our senior hospitality classes who can now work develop skills in an industry simulated kitchen to a Certificate II level. We are very grateful to the DEC for approving the money to build this project. All students who enter this room for the first time comment “wow, we love the room miss!” As the judges on TV show, The Block would say, it does have “the wow factor!”

**Breaking News**: It has just been confirmed that the school has approved an update of our other kitchen. During the July holidays new cupboards, benches and sinks will be installed in 3K2 to give it a fresh new feel. We are all so excited and very grateful to our wonderful P & C and to Mrs Bennet for her support of this necessary upgrade.

**Year 11 and 12 Exploring Early childhood** classes continue to entertain and teach the under 5’s at our Playgroup with their innovative and fun lessons every Tuesday. It is sometimes hard to work out who more the “little ones” or the “big ones”! It also gives a chance to catch up and have a chat with others.

**Year 11 and 12 Hospitality**: Hi-lights have been the development of competencies in using the commercial expresso machine. Cappuccinos, flat whites, long blacks, and double shots have firmly become entrenched in the student’s minds. The preparation and service of food for numerous functions throughout the year have allowed students to refine competencies as part of their Certificate II in Hospitality.
These included: Year 7 Information Night, Presentation Breakfasts, Principal’s luncheons, and various Morning Teas to name a few.

Students in Year 11 have also started to complete their work placement at hospitality venues in the Parramatta district. As a mandatory part of the course, the students who have participated so far have had a fantastic time at work placement. Although, many complained of sore feet as a result of standing for much of the day – a reality check for the real world of work! Some students have also been offered apprenticeships and part time work.

**Year 12 Community and Family Studies:** have been working on 2 units of work called Groups in Context and Parenting and Caring. They certainly have been a stimulus for some great discussion. Students have also fine tuned their research skills with the culmination in the completion of their Independent Research projects (IRP’s).

We wish all of our Year 12 students (Food Tech, Hospitality and Community and Family Studies) good luck with their studies as they prepare for their Trial HSC examinations. **Remember, that regular study and use of a good exam technique will allow the students to perform at their best and to maximise their marks.**

I would also like to thank my staff (Mrs Haroutonian, Mrs Connell, Miss Dick, Miss Murphy and Mrs Aloisi) for all of their hard work and dedication to the job for this first semester. The work load is ever increasing but great team work, a smile and a laugh keeps the “ship afloat”.

**Julie Elliott**  
**Head Teacher**
From LOTE Faculty

With Great pleasure I give an update on the wonderful happenings in this worldly faculty.

A major hi-light this semester has been the trial introduction of a software package called Language Perfect, to students in Year 7 and 8 Language classes as well as elective Japanese and French classes. Language Perfect is a fun resource that tests key vocabulary, allows students to hear the words pronounced by a native speaker and allows students to focus on the words that they may struggle with the most. It has been highly successful with all students deeply engaging with the activities and improving their vocab in the languages being studied.

Recently the Language Perfect World Championships were held. I am proud to announce that Model Farms was placed in the top 17% of the world! Wow, this was magnificent! Special mention to the following students who achieved at a high level in this competition.

**Elite Level** (achieved 10,000 or more points)
- Andrew Han – Yr 9

**Gold Level** (achieved 3,000 or more points)
- Abbey Sim – Yr 8

**Silver Level** (achieved 2,000 or more points)
- Kaiden Eastough – Yr 8
- Amir Hasemi Pour – Yr 7
- Thimmiah Baduvanda – Yr 7

**Bronze Level** (achieved 1,000 or more points)
- Danna Kim – Yr 7
- Reuben Widjaja – Yr 9
- Dion Overton – Yr 7
- Pavani Subramanian – Yr 7
- Emily Taylor – Yr 10
- Ezra The – Yr 8
- Jessie Li – Yr 8
- Angelina Vu – Yr 8
- Sol Lim – Yr 7
- Charlie Oliver – Yr 8

During the Term 1 holidays eleven students and six staff headed off to the Land of the Rising Sun for an excursion of a lifetime.
Tokyo promised so much in the way of stunning sights, fascinating culture, temples, technology and food and did not fail to deliver! The group wore out their shoes visiting many of the famous places like Asakusa, the Meiji shrine, Akihabara and Ueno Park where they caught their first sight of the Sakura (cherry blossom) of which Japan is so famous! Sleeping on futon, eating sushi, tempura and okonomiyaki with chopsticks, slurping udon and soba and miso soup and riding the trains and shinkansen made them feel very Japanese. Hiroshima Museum and Peace Park were very moving and Kyoto, Nara and Osaka gave many new experiences and a view into Japan's past.

The highlight of the trip was certainly a visit to Nishiyamada Junior High School. They were met with such warmth and enthusiasm that some of our students have already decided to plan a return trip, or at least to email in Japanese and English to those they had met. The group was also interviewed by a local TV program and have been promised a copy, so stay tuned! The trip has inspired all to learn more about the people, language and culture of Japan.

A special thank you goes to Mrs Leghorn who was the main organiser of this event.

Currently plans are underway for the next biannual French trip, to occur in April 2014. Thank you to Mrs Hietamaki and Mr Birrell who are leading this worldly trip.

Until next time...

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Julie Elliott
Head Teacher
From the Computing Faculty

The beginning of Semester 1 2013 has been a busy time for the computing faculty. This year we are continuing to re-write many of the units of work in Years 9, 10 and 11 to incorporate new ideas and software. So far all students seem to be happy with the changes.

Year 9 IST – Students have spent term 1 working on Digital Media. Below are some sample images that students have produced. This year students were able to explore the option of creating an Aboriginal inspired artwork.

Year 10 IST – Students have worked on a video editing topic. Students were given the topics of a music video or a stop motion video. The videos produced have outstanding. They are now working on a robotics project where they are completing a series of exercises about robots and their place in society. Students particularly enjoy this unit as they get to relive their childhood and play with lego.
Year 11 IPT – Once again Year 11 have been involved in creating the promotional material for FAME at the FARMS. The stand out item was a video produced by James Eden.

Year 11 SDD - Students have just finished working on a project to simulate Yahtzee. Students programmed this using Visual Studio and have improved their programming knowledge. Next term they will compete in the University of Sydney NCSS programming challenge.

Year 12 IPT and SDD – Students have completed most of their course theory by this stage. Students this year have been introduced to a new Stage 6 Literacy strategy called ALARM (A Learning and Response Matrix). All students have found this model useful in helping them develop more detailed responses to exam questions.

Good luck to Year 12 over the next coming months.
So far this has been an exciting year for all involved in the computing department, and looking forward to many more great projects being developed.

Jennifer Pledger
Head Teacher Computing
From the Visual Arts Faculty

The Senior studio and sculpture area is the epicentre of the HSC activity which is reaching the critical point in the development and refining of students practical submissions for 2013. Yr 12 have visited The NSW Art Gallery and MCA to experience the range of student submissions in the ARTEXPRESS exhibition and gain an understanding of contemporary Art practice as valuable stimuli for their own practice. The Body of Work component is worth 50% of their final Assessment and diligence in exploration and experimentation involved in the resolution of these works is now at a critical point for the students concerned. Students will be on campus in many subjects throughout the Term 2 holidays.

In the junior school the first trimester is over for the Years 7 and 8 with most students having an extensive experience in several Artmaking practices. The results have excited and delighted many of those participating. The art department has purchased two high quality printing presses and students have produced some exceptional works under the guidance of trainee teacher Janine Timms this new direction has application in several areas of historic and contemporary practice and students are able to recognise the significance of method in a very graphic manner.

Elective classes in 9 and 10 have completed their first semester works. Year 9 investigating in depth form and function and social significance of Architecture in a historical context this included an extensive research component and presentation.

Year 9 will also be experimenting in forms of animation using their laptops in group work in their next topic. This year will be the fifth year that students from this year will attend “Sculpture by the Sea”.

Year 10 have investigated the “Moderns”, i.e. what happened a century ago and what its impact is on contemporary practice. This involved research and a practical component that made demands on most students understanding of what can be considered art practice. The school will also be entering the Archibull competition for the third time and will hope to at least emulate last year’s success achieved by the Year 10 Visual Design students under Ms Munroe’s dynamic leadership.

Elective photography in 11 and 12 have completed assessments respectively in Photo Journalism and Special Effects and investigated their significance in an historic and contemporary context. It is hoped with some spatial reorganisation that a small permanent digital studio can be set up for animation purposes over the course of this year. It is also hoped to extend the studio space in the area outside Art Room 1C1 to give seniors the opportunities provided by the continuity of studio practice.
From the Music Faculty

Elective students are being given the opportunity to perform on a weekly basis in front of their peers in the new School Assembly format which includes a musical item each week. This is invaluable in terms of confidence development for seniors facing their HSC performance exams and for the technical support students as they develop their skills for Fame and School Musical Productions. Fame has been the focus of a large group of elective students. This year, Year 12 students went on a Regional HSC Study day which gave them valuable insights in the expected standards necessary for success in their HSC performances. Elective students have access to 3 Jam Hub studio set ups which allow for students to practise and perform and record their music in an integrative way that was previously beyond their direct control. The confidence this brings is apparent in their public performances. These include Open Night performances in the TLC. Anzac Day Performances of Jessica Rookeward and Alessandro Di Donato made significant contributions. Senior students are refining and organising the HSC performance pieces, their support musicians for practise sessions aiming for critical refinements to achieve their best.

Students are given the opportunity to participate in many contexts in school and in the community. Pulse and the Hills festival are the most recent examples. The school choir has considerable experience with Pulse and students regularly perform in the Hills Festival and are currently practising every Tuesday morning for their performance in the combines regional Choir at the Sydney Opera House. Taela-Jordan Kennedy and Emily Taylor sing the national anthem accompanied by either Liam Campbell or Wilson Ke at the keyboards during Tuesday assemblies in the hall. These two students plus Mitchell Hannah are doing the Music 2 Elective.

Varieties of musical experiences are provided for the non-elective students by Musical Incursions where the students experience some of the wide range of instruments, techniques and the culture component of Musical traditions.

This year the school Musical will be Millennium Mayhem, a staff Developed show by Stephanie Blockley and Jeremy Gardner and will incorporate all the resources of Drama, Music and Dance with design by the Visual Arts Dept.
Semester 1 has been busy in Mathematics. The Mathematics faculty has continued with their free Maths tuition on a Thursday afternoon after school from 3pm to 4pm, fully supervised by the Mathematics Faculty it has proved to be very popular again this year.

Thanks to the generosity of the P&C, our students have access to ‘Mathletics’ this year. ‘Mathletics’ is an online system of engaging with Mathematics where teachers can set tasks for students and also where students can compete with others from around the world online. This provides opportunities for students of all learning styles and abilities to learn in a way that is both engaging and fun. If you would like to find out more about ‘Mathletics’ the website is at [http://www.mathletics.com.au/](http://www.mathletics.com.au/).
Maths In Surveying Excursion
A group of Year 10 students attended the ‘Maths in Surveying Excursion’ at Homebush Bay. Our students participated in a range of activities with members of the Surveyors Association, engineers from the University of NSW and also hydrographers, both civilian and from the Royal Australian Navy. Geography, Science and History were also integrated into the activities. Our students displayed exemplary behaviour and remained completely focused on all tasks, even at the end of the day when they were all tired. They were an absolute credit to their school. Well done!

World of Maths Year 7
These photos show how much fun Year 7 had with the World of Maths incursions.
**Special Congratulations!**

We have received some excellent assignments over the last two terms. We would like to congratulate the following students for their efforts with their assignments. This is by no means an exhaustive list, but certainly indicates the quality of work being produced by Model Farms High School students:

**Year 7:**
Ryan Anderson, Gemma Barnett, Emily Deschacht, Olivia Durie, Nicola Gapper, Riley Irvine, Chelsea Karanga, Hannah Maestri, Mia Maguire, Natasha Newell, Miia Niskanen, Ashleigh Paine, Ethan Paul, Katie Rigg

**Year 8:**

**Year 10:**
Michael Cousins, Chloe Elbaz, Christina Golgini, Ben Kahane, Joshua Smith.

**Model Mathematician 2013**

The ‘Model Mathematician’ concluded in week 8. The ‘Model Mathematician’ is a competition where teams from our feeder primary schools, and our Year 9 helpers, undertake mathematical tasks that require higher order thinking skills. Each activity attracts points, the teams’ points are tallied and an ultimate winner is declared!
From Jackie Dalton and the Maths Faculty Staff
The first half of 2013 has been a fun and busy time for our English students. Novel studies, examining the truth in media, picture books, drama and poetry have been just a few of the units studied so far. This year, classwork has been included in the assessable requirements of each year group, encouraging students to take greater pride with their book work and study guide answers.

Year 11 has now settled into the rigours of senior study and are wrapping up their work on the module ‘Generational Perspectives’. Year 12 are diligently preparing themselves for the Trials and consolidating three terms of HSC learning. Next semester, Year 10 will embrace the essay text type and this will build on their analytical skills and ability to compose extended responses; essential tools required for senior study next year.

Our junior cohort have been participating in class spelling competitions, composing creative picture books and viewing a range of non-fiction texts, whilst refreshing their knowledge of the exposition and diary forms. All the modules of work studied enable the students to develop their literacy skills and have provided them with the tools to approach NAPLAN and school assessments to the best of their ability.

Again we have experienced many successes with our debating teams who have represented Model Farms with flair and sophisticated speaking skills. We wish the teams well as they continue to work their way through the debating competitions.

Drama students have worked extraordinarily hard this year creating new productions and gaining entry into regional festivals. Their dedication to their craft is showcased in the coming pages and they are congratulated on their wonderful efforts.

The English staff are looking forward to another productive semester and are anticipating the excellent effort to continue. Enjoy the following samples of work and reviews.

Isn’t life glorious? Abbey Sim Year 8

Isn’t life glorious?

Wake early, can’t get back to sleep
open the curtains and take a peep,
the sky is a sea of pink between night and day,
it is the link Isn’t life glorious?
during a drought, it’s late at night
go to bed, turn out the light
the gentle sound of gentle rain
suddenly washes away the pain
isn’t life glorious?
summer’s day, it is fiery hot
return home, forget the lot
dive into a deep blue pool
engulf yourself in the water, so cool

Isn’t life glorious?
smile for years and years
cry all the happy tears
the simple things that make you grin
every breath is a win
isn’t life glorious?
what does it mean to you?
the happiness is so true
remember gorgeous days of old
and your heart will never be cold
isn’t life glorious?
A SUITCASE OF MEMORIES...
7EV have explored the concept of Memory through the close study of a text titled Hana’s Suitcase. The book outlines the real-life journey of a young Jewish girl as she is torn from her home town in Czechoslovakia and ultimately from her family as well. 7EV started off the unit by bringing in one object that held special meaning for them and sharing these precious items, along with their stories, with the class. It was great to see the students engage with each other’s experiences and we are looking forward to learning more about Hana and what happened to her.

Miss asked us to bring in an important item and I decided to share this book I won on Presentation Day last year. This was a big day for me because it was one of the last awards I ever won in Primary. It was great to have this show-and-tell so that I could remember the best bits from Year 6!
- Thorne Blackman

Last lesson I brought in my ballet point shoes that I’ve now grown out of. It was fun learning about everyone’s stories and their prized possessions. I’m really looking forward to reading about Hana and her story.
- Gemma Barnett

It’s always interesting to read about other people and their experiences, especially young people – children that we can relate to and learn from. I’m eager to see what happens next...
- Lance Van Dooren
As the dark, thunderous sky followed Jared along the beach, he longed to have his gear to surf. Instead, he settled for walking along the beach letting the waves crawl up to his ankles and shrink away, back to the ocean. Occasionally, lightening would light up the sky making the old pier visible along with its debris, forever sticking up out of the water. The cool breeze hit Jared from all sides and the water just kept getting colder and colder. When bigger waves came, they would get his rolled up jeans making them cling to his legs even more. He looked up at the sand to make sure his wallet, phone and shoes were still there. Sure enough they were, surrounded by their sea of sand.

The wind got stronger, the water got colder and the sky grew darker. Jared was completely alone; alone with the ocean and alone with his thoughts. This was much better than being stuck with his family at the park, listening to his sister brag then complain, brag then complain about everything all night long.

He walked past the broken pier in search of the moon. Its silver light shone bright from behind the big oak tree across the road at the park. His family lit up by the colourful lanterns they had hung on rope stretching from the oak tree to the small apple tree. The bright lanterns made the scene happier.

Moments ago, when he was with his family at the reunion at the park, his grandmother walked up to him as he sat alone at the base of the apple tree. She tapped his shoulder and he took his ear buds out of his ears, ready to listen to what his grandmother had to say. She was the only one of his relatives he actually didn’t mind. She was always full of compliments, this time saying he’d grown into such a handsome young man. He always felt he never deserved the compliments though, like today he hadn’t even tried. His mahogany hair still messy from his nap and his bright emerald eyes danced between shining bright in the light and glowing faintly in the shadows.

He continued to walk across the beach until the lights at the park went out. He knew what the signal meant; it was time to go home.
Hamlet, Sport for Jove Theatre Co. Reviewed by Ashleigh Lane

I have to admit, when I first heard that I was required to see a stage production of Shakespeare’s Hamlet for English, my initial reaction was far from pleased. I’ve never had a great appreciation for Shakespeare’s plays, mainly due to the confusing and dry language. Thees, thines and thous made me feel that I may as well be attempting to read Harry Potter in Spanish. However, I can say that I thoroughly enjoyed this production.

The Sport for Jove Theatre Company presents a witty and provocative adaptation of Shakespeare’s tragedy, Hamlet. From the moment the lights dim, even the most doubtful audience members become immersed in the events of the play, not only due to the outstanding performance of the cast of nine, but through the use of lighting to illuminate the audience during Hamlet’s revelation of his thoughts. During these monologues, the audience find that they are unable to tear their eyes away from actor Lindsay Farris, who skilfully reveals Hamlet’s disintegrating state of mind.

The question I suspect many high school teachers find themselves asking is how to help their students gain an understanding of Shakespeare. From a student’s point of view, the language is quite honestly, terrifying, and we are often introduced to new confusing terms, such as soliloquy and sonnet. Overall, Shakespeare is usually a very frustrating experience for all involved. When simply reading the play, it is difficult to understand, and remember what is happening. However, there is an almost magical transformation from book to stage. The setting is established with only the most required props; perhaps a table to signify the dining room, or a pile of leaves to indicate a graveyard. This ensures that all focus is on the actors, whose performances were so incredible; there was little doubt that they were their characters.

Although the play was performed in its original Shakespearian language, it was brought into the present through the incorporation of modern clothing, and technology, such as mobile phones. There seems to be this idea that professionals are only talented in one skill, because I was rather surprised when Farris, sporting white face makeup, brought out an accordion and proceeded to play beautiful music which accentuated the narrative of the play “The Mousetrap”. Later on, in Hamlet’s psychotic confrontation with his mother, he murders Polonius then proceeds to smear the blood across his mouth. This act immediately drew my mind to the “Batman” villain, the Joker, who is simply put, completely and utterly cracked. Now, I’m not sure if this link was planned, or if it’s just me making connections, but this cemented the idea, for me, that Hamlet had gone totally insane.

Immediately after the show had concluded, I wanted to see it once more, twice more. I want it on DVD. Reading the play alone can make the characters very two dimensional, but each actor brought their own character to life in a very believable way, often blurring the
lines between actor and character. I am disappointed that we did not, for whatever reason, have the Q and A session after the performance, but overall I am very pleased with the play, and I am not so apprehensive about studying it in detail in the future.

Two Women, a 40 year reunion and a secret revealed about an experience at a Japanese WW2 POW camp was the basis for John Misto’s play *The Shoe-Horn Sonata*. The play is a story of love, courage, survival and forgiveness; an uplifting, life-affirming memorial to the Army Nurses and the women and children who shared their history.

Year 12 English Standard students had the opportunity to see this play at the Parramatta Riverside Theatre. The production, directed by Debbie Smith, provided a valuable refresher for all on the HSC Module A Distinctively Visual. A beautiful day at the theatre and some relaxing time in a nearby park, enjoying the sunshine hopefully provided Year 12 with some fond memories of their very last English Excursion.
Review on *The Real Inspector Hound* – a review by Hannah Willars 12ENX

_The Real Inspector Hound_ may not have been a performance worthy of the summits in the range of contemporary theatre, however it was a thoroughly enjoyable enactment of the play by Thomas Stoppard. I had wondered how the play would work, with the intermingling of the actual play with critics in the audience and therefore it was very informative in terms of the stage directions and set out, giving me a greater visual of the scenes for future analysis. To have Moon and Birdboot seated and talking as if they were part of the audience made the break-down of reality that much more entertaining and drew the audience in more thoroughly. In some aspects, the play was exactly as I had expected it to be, yet there were small changes that I think added excitement and humour for the audience. Mrs Drudge was surprisingly spooky and menacing in the way she talked, which definitely provided greater suspense and comedy to her character whilst emphasising the parody of two dimensional characters seen in the works of the Intuitionists. My view of characters was also altered as I watched a live production, especially relating to the critic Moon. As I had read about Moon I had considered him to be the better informed critic, someone who had deeper insight into the meaning and a greater perspective than his fellow critic Birdboot. The play changed this view as I began to see the complete ridiculousness of both characters, and that Moon truly is as in the dark as Birdboot is. The actors were mostly good and were very clearly characterised by their clothing, which made the play quite easy to follow, in some aspects. Overall, my experience of the play at Casula Powerhouse was a very positive one, providing me with a greater understanding of the text and a greater appreciation for the absurdist theatre employed by Stoppard.

_The Real Inspector Hound – a review by Kathryn Turner 12ENX_

After joining the hectic hustle and bustle of peak hour traffic at Parramatta Station we embarked on our journey to Casula Powerhouse. Sitting down we watched urbanisation slip
away as we drew closer to our destination. Gone were the packed streets and sidewalks, now they were replaced by open green fields and bush land. The train came to a stop, we had arrived. Laughing about our desolate location we made the short walk to the Powerhouse, looking around we saw nothing but bushland and open plains. Seemingly we were isolated, much like our counterparts in *The Real Inspector Hound*.

Once inside we were greeted by the director and shuffled into a small room, silence engulfed the room as the play began. Expecting a by-the-book version of Tom Stoppard's *Real Inspector Hound*, I was pleasantly surprised by the little adaptions and quirks that bought the play to life. The highlight of the play, personally, was the reinvention of the character Mrs Drudge. Instead of being just a parody of a character out of the ‘cosy’ subgenre of crime fiction she now had an added dimension. The somewhat manic and insane performance by Mrs Drudge brought the play to life and greatly entertained the audience, resulting in many laugh-out-loud moments.

Whilst there were a few annoyances, like certain characters couldn't seem to stick to one accent these few things did not detract from the overall play. It managed to be a new and modern adaption of a classic play, whilst still staying true to its origins. Overall the play exceeded my expectations and resulted in an enjoyable day. A well-executed production, a must see play, highly recommended.

**The Real Inspector Hound – a review by Lauren Littlejohn 12ENX**

Although a production of a play that is now over forty years old (opening in 1968), the theatrical performance of Tom Stoppard's *The Real Inspector Hound*, as performed by the Liverpool Performing Arts Ensemble at Casula Powerhouse, was a shining example of the piece's enduring appeal and ability to hold relevance within our social context.

I believe the play was successful in its portrayal of the absurdist *'The Real Inspector Hound'* which is Stoppard's critique of the conventions that frame the cozy subgenre of crime fiction and is a direct parody of *'The Mousetrap'* written by the infamous cozy Queen herself, Agatha Christie. The performance of each of the actors playing actors (the play-within-a-play aspect an example of Stoppard's postmodernist approach) was steeped in melodrama which, for this satirical take, is exactly what was needed in order for Stoppard's ridicule through exaggeration to shine through. Moon and Birdboot, the critics, were portrayed well with their upper-class appearances and added a great deal of humour to the play through their banter, sometimes nonsensical, and their challenging of reality as they end up upon the stage itself.

Mrs Drudge, the maid, was a character that was interestingly portrayed and was the one aspect of the performance that went against my expectations. I did not anticipate that she would be so melodramatic to the extent that she was upon stage, and I hold ambivalence as to whether I enjoyed this or felt it to be an uncomfortable facet of the play. While this overacting was crucial to the role, I sometimes felt it to be rather forced, and this at times was a negative component of the play. This was, however, at the discretion of the director and her own personal understanding of Mrs Drudge.

On the whole, the set was designed brilliantly, with the typical English manor setting well established through both setup and the props used. I was slightly disappointed that the large mirror, which is described in the opening stage directions of the Real Inspector Hound*, was not used as through my readings of the play I have always been intrigued as
to how directors would interpret and implement such a surrealist piece of setting, and had hoped that I would be able to see one perspective of such whilst at the Casula Powerhouse. Overall, I feel that the play was executed well and effectively conveyed Tom Stoppard's intentions for 'The Real Inspector Hound', which was to mock the conventional works of Christie and co through the over exaggeration of the actors and the satirical elements within. Due to the play's surreal, absurd, and highly postmodern nature, expectations of a live performance were difficult to form whilst reading, yet the Liverpool Performing Arts Ensemble put on a performance that was extremely enjoyable and deepened by understanding of the text. I would recommend it to all aware of 'The Real Inspector Hound' and its intentions, especially HSC English Extension 1 students.

Year 11 English Studies
A Collection of Student reflections exploring the world of technology and its impact on daily life. Asking the serious questions.... What does technology do for us? Is it a tool to use to make our lives easier, more enjoyable, and more satisfying?

**Cyber Bullying, don’t let it happen to you.** 
*By Fletcher Bailey 11ETG*

Cyber bullying is one of the most common types of bullying in Australia and in the World. It is any kind of bullying that involves the use of technology, i.e. the use of social networking sites, mobile phone, emails, and all sorts of other technology. Ninemsn reports that ¼ of Australian children have admitted that they have been cyber bullied. Ninemsn also states that 22% of Aussie parents say they have no control over their children's online activities. Well over half of young people don't even tell their parents when cyber bullying occurs and more than 1 in 3 young people have experienced cyber threats online.

- Cyber bullying can take many forms
- Sending mean messages or threats to someone else’s email accounts
- Spreading rumours online or through texts
- Posting hurtful or threatening messages on social networking sites
- Stealing a person’s account information to break in to it and send bad stuff
- Pretending to be someone else online to hurt another person
- Taking unflattering pictures of a person and spreading them through technological devices
- Sexting, of circulating sexually suggestive pictures or messages about a person

Some people may think that bullying others online is humorous. Cyber bullies may not realize the punishments for themselves. The things teens post online now may have a big effect on them in the long term future. They can lose their mobile phones or even their online accounts. Cyber bullies and their parents may end up facing legal charges for cyber bullying and if the bullying was involving sexting, they can be registered as a sex offender. Teens may think that if they use a fake name they won’t get caught, but there many different ways to track someone who is cyber bullying. In June 2003, an eleven year old Japanese girl killed her classmate. She ended up telling the police that she killed her classmate because of messages that had been posted about her on the internet. She then pleaded guilty for murder.

Parents and teens can do things to help reduce cyber bullying
- To encourage teens to ask their parents if they are getting cyber bullied
- Teens should keep cyber bullying as proof that the cyber bullying is occurring
- Teens should try blocking the person sending the messages
- Teens should never tell their password to anyone except a parent.
- Keep the computer in a shared space like the family room, and for them not to have Internet access in their own rooms
- To give teens times where they have to turn off the technology, such as family meals
If teens have been the victims or perpetrators of cyber bulling, they may need to talk to a counsellor or therapist to overcome depression or other harmful effects of cyber bullying.

**Positive aspects of social networking**

_by Kurt Vinnicombe_

Social networking is an online service that connects people who share common interests, backgrounds, activities, and experiences. Online social networking is done through websites known as social sites and these websites will often allow you to gather information and experiences and provides the user a means to interact with other people over the internet.

The user of social networking sites can often share experiences and information on hobbies and interests they can also promote themselves, find employment and develop friendships. The internet has made it possible to group specific individuals or organisations to come together. Prior to the internet many of these individuals may have been socially isolated due to distance, disability, culture and/or language barriers.

In my personal experience I use a variety of social networking websites. The biggest and most common would be Facebook and I use this to communicate freely with my friends, organise social events and stay linked with family who live interstate and overseas. To safeguard myself from cyber bullying and online predators I am very selective with whom I choose as my online friends and I have my account privacy settings set to "Friends only". This allows me to socialise without any risk.

In a similar way I use Skype, which is a program which allows me to verbally and visually connect with selected friends. It acts very similar to a telephone but without the associated costs of long distance communication and as such I will often speak to my family overseas over Skype.

Not always popular with everyone but a favourite of mine is online games. Many allow me to interact with fellow gamers overseas who I have then become friends with over time, allowing me to have friendships with people all over the world.

Social networking has allowed people with high level disabilities who may be house-bound to link with the outer world; these people previously may have been socially isolated and as
such developed major depression or anxiety. A family friend who recently became a quadriplegic at 18 years of age uses social networking as a part of his everyday routine linking him with social sites as well as support groups and the wider community.

Social networking sites allow us to stay in touch with friends and family and have become very popular to network with a community of internet users. Although there are dangers associated with social networking which can include things such as identity theft, computer viruses and the most frightening thing being online predators, there are also dangers on a daily basis in the real world and if we use caution in our online activities I feel that the positive aspects of social networking far outweigh the negative aspects.

**Impact of Technology on our Everyday Lives**

by Tom Shanahan

Technology is probably the most important thing used by people. It is constantly evolving and changing without end. Technology ranges from hi-tech computers to ovens and microwaves. Everyone in the world uses technology, bar a few nomadic people who haven’t adapted to it whether it is for religious or cultural reasons or because they simply don’t know how to use it.

Before washing machines people had to wash all their clothes by hand which would waste hours of time; this has been almost completely cut out. Computers have made many processes so simple, such as banking, shopping, entertainment, gaming, etc. People don’t have to leave the house to buy food, clothes, movies any more. Delivery services also use computers and the internet to receive purchases and to deliver items to households.

The invention of microwaves and ovens allowed for faster and more effective cooking and reheating of cold/raw foods that without the invention of fridges and freezers would be left out in the air to rot. Most restaurants these days use computers to register orders made by customers to give to the chefs.

Technology is a huge part of the lives of the current generation of teenagers. Mobile phones and the internet all play massive roles in an internet savvy teenager’s life. Social networking and text messaging have become major forms of communication. People are a lot easier to contact now as we can keep in touch with them at any time through Facebook, emails and phone calls. You can have a conversation with a person who is across the other side of the country like you were having it with them right next to you.

Not everything about technology is all sunshine and buttercups though. As technology become more prevalent, we get more reliant on it to do things for us. People can get distracted by technology and waste valuable time on something they don’t need to be doing. Kids these days prefer to stay indoors these days as they have all they need at the push of a button.
The impact of technology doesn’t only affect individual people or families, but entire companies too. Local business who can’t afford to set up online purchases or do deliveries are being completely wiped out by the larger stores who are adopting this procedure of shopping.

Technology may have its ups and downs, but it is here to stay, and will keep advancing for future generations to come and nothing will stop it on its spread through the global community.
<table>
<thead>
<tr>
<th>Image</th>
<th>Description</th>
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<tbody>
<tr>
<td><img src="image1.png" alt="View of Australia" /></td>
<td>The view of Australia in this image shows that it is a wide and dry land but it has got the beautiful effect of contrast to the clear blue sky.</td>
</tr>
<tr>
<td><img src="image2.png" alt="Australia is Sporty" /></td>
<td>This view of Australia shows that most people in Australia are sporty. They love to participate in sports and also to watch it.</td>
</tr>
<tr>
<td><img src="image3.png" alt="Natural Disasters" /></td>
<td>This view of Australia shows that natural disasters are horrible. They destroy the Australian vegetation and wildlife.</td>
</tr>
<tr>
<td><img src="image4.png" alt="Australian Slang" /></td>
<td>This view of Australia shows the terms of words that people use. This slang can only be understood by Australians. This slang also shows the strong bond of relationships between the speakers.</td>
</tr>
<tr>
<td><img src="image5.png" alt="Multicultural Food" /></td>
<td>This image tells us that Australian foods have different styles because of the multiculturalism.</td>
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By Mathusha Theivathas, Year 11
Australians love travelling and enjoying the natural environment, they travel a lot during holidays because there are so many amazing landscapes in Australia. The picture shows you one of the most famous scenes of Australia- 12 Apostles rocks.

Going to the beach on holidays is definitely the most common activity for Aussies and it is also part of the Australian lifestyle. Aussies enjoy outdoor activities and surfing is one of them. Australians love to go the beach with their family and spend whole day on the beach. The boys can surf and the little kid can play with water. For the people who live in Sydney, Bondi Beach is one of the best beaches to go. Bondi Beach is not far from the city and there are cafés and restaurants close to the beach.

Multiculturalism is one of the iconic identities of Australia. There are over 30% of people who live in Australia that are born overseas. The picture is the poster for Harmony Day. In Harmony Day, people come together to celebrate Australia’s diversity.

The bushfire is one of the most serious natural disasters in Australia. Because of the dry weather, bush fires happen often during autumn. Bushfires destroy the beautiful land and cause injury to people and animals.

Australians like to play and watch sport, especially outdoor sports. For example, AFL, NRL and soccer. Also, students in Australia do many different sports at school, that explains why Australians are healthy and have a strong bodies.

By Allen Huang, Year 11
**DRAMA at the FARMS**

*What a year of Drama the Farms has seen so far!*

We welcomed our newly combined MFHS Junior Drama Ensemble with Years 7, 8 and 9 who have been working hard on their improvisation skills this year. They also assisted in the filming of the ‘Home’ video presentation for the Year 7 Orientation Night. Some of these students gained a place in the Preliminary Drama class’ playbuilt performance engaging in the style of blacklight theatre.

The MFHS *Junior Drama Ensemble* meet each Thursday afternoon and have worked tirelessly to produce beautiful theatrical moments full of humour and light hearted moments. They are a talented bunch who show great promise and will surely develop into outstanding elective Drama students.

This year our *MFHS Senior Drama Company* presented its debut production of *The Beauty Manifesto* written by Nell Leyshon. The students involved thoroughly enjoyed the experience, meeting each Tuesday afternoon rehearsing, researching and developing the production. Friends and family enjoyed the production and the students are congratulated for their hard work and effort in what was a successful season.

Our elective Drama students have kicked off the year with improvisation, mime, masked theatre and learned the skill of ensemble performance work. *Year 9 Elective Drama* students engaged in the spontaneity of Theatre Sports before showing us how truly over the top they can be with the study of Melodrama. They rounded off Term 1 hard at work preparing playbuilt scenes utilising the techniques of Melodrama, with eccentric characters, far-fetched storylines and comical and chaotic plot lines.
Four of our Juniors were selected to attend the Regional Drama Camp this year: Cara Boljevac, Laura Golgini, Jane Miles and Emily Jenkins. These students will benefit from the industry professionals and collaboration with peers from across the region, enhancing their performance skills. Well done to these fine young performers.

Term 2 has seen Year 9 hard at work rehearsing their production of ‘Small Poppies.’ Students engaged with the issue of relationships and our place in the world in collaboration with the elements of production to devise this production.

Whilst Year 10 Elective Drama students have mimed their way through the first half of the year engaging audiences with inspiring images of freedom and escape. In Term 2 students underwent the study of Tadashi Suzuki’s traditional Japanese performance style known as the Suzuki Method. The students studied his theory of ritual, spirituality and the connection with the forces of nature through control and core strength. The students devised a performance focused on the condition of Multiple Sclerosis and used Suzuki’s techniques to convey their understanding. They were inspired by Stephen Papadopoulos from the MS Society and collaborated with Suzuki trained practitioners to devise this performance. I look forward to seeing our Year 10s take to the stage at Fame at the Farms and rise to the challenges ahead as they latch onto the works of William Shakespeare in Term 3.
Onto our Seniors and boy have they been busy. *Year 11 Elective Drama* students have learnt all about the wonderful worlds of Surrealist, Absurdist and Expressionist Theatre. Their performances were confronting, insightful and imaginative. The seniors should be proud of the high standard of performances they produced. They truly demonstrated a sophisticated understanding of the styles and techniques appropriate to the styles. This was closely followed by their Class Performance, which has given them a chance to showcase their skills and knowledge in a collaborative environment. Their piece follows a rural community’s introduction to the world wide web and how the politics of the online world can affect the individual.

Three Year 11 students were successfully invited to attend State Drama Camp this year: Kate Charlton, Daniel Grosskopf and Rishelle Gribben. They will benefit from the quality teaching and learning from industry professionals and Drama students from across the state. Congratulations seniors.

And last but not least our *HSC Elective Drama* students have kept their heads down working with speed and a little creative flair, preparing their Individual Projects, Group Performances and revising their theoretical studies for their Half Yearly and Trial examinations. They are producing quality performances that seek to entertain and engage audiences tackling some sophisticated issues. Their Group performance explores the effects of perfection on the human body and extremes taken to achieve the ideal body. These students will take to the stage at Fame at the Farms in preparation for their trial examination and upcoming HSC performance in mid August.

Each of our Drama groups has showcased their skills for audiences throughout the year and we look forward to continued performance opportunities. 84ARTS was a great opportunity for our students to showcase the hard work and creativity required throughout the course to our upcoming Year 8 students. And this will continue with the approaching 947 Performances and our HSC student’s Showcase Night! Best of luck and continued success to all the talented Drama students at the Farms.

*Mr. Montgomery*
The HSIE faculty continue to engage students with lessons in the world around us. Through History courses we have examined the long journey the world has taken to get to where we are today. The struggles, conflicts, cooperation and successes of history bring people together and help shape national borders and cultures. Geography shows us how the world is today and develops the skills of civics and citizenship as we tackle the social and environmental issues facing our students as they inherit tomorrow’s world. Commerce prepares our students for the financial and legal responsibilities they will face as Australian Citizens. Senior study programs develop these ideas further with successful courses in Ancient and Modern History, Business and Legal Studies and Society and Culture. Enjoyable and educational opportunities in HSIE this semester have included the Australian Geography Competition, Geography excursion to Sydney Aquarium and Wildlife World, historical performances on Vietnam and World War One, visits by Year 12 Ancient and Modern History students to HSC lectures and Commerce excursions to parliament and law courts.

Year 7 students have kicked off their HSIE experience with Geography which has covered a study of desert environments and an introduction to basic Geography skills such as atlases and mapping.

Year 8 History have begun their course with an overview of the basic skills of historical research including concepts of historical time (BC/AD and BCE/CE and timelines), use of historical evidence (distinguishing primary and secondary evidence and identifying bias in sources) and the process of Historical enquiry (distinguishing between fact and opinion and examining different historical perspectives). This was then followed by in-depth examinations of Ancient Egypt and Ancient Greece. Year 9 History have begun their course with a fascinating investigation into the case of Jack the Ripper giving them the opportunity to develop the basic skills of historical investigation. They have then moved on to Australia in the years leading up to
World War 1, where they were entertained by the dramatic performance, “Fightin’ the Kaiser”, a one man show exploring the writings on thoughts and experiences of World War 1 diggers.

Year 9 Geography have challenged themselves with a Natural Hazards assignment that let them choose the activities they would do, from completing textbook questions through diagrams, puzzles, collages and drawings to creating interviews and diary entries of hazard experiences real or imagined.

Year 10 History have been investigating Post WWII Australia and Australia’s role in Vietnam and tackling the threat of communism. This work was embellished with a dramatic performance (“Dusted Off”) by Brett Hunt whose father was a Vietnam veteran, incorporating songs and stories of the experiences of veterans.

Meanwhile Year 10 Geography students have been faced with the challenge of their Geography Fieldwork task. This required students to select a local geographical issue and conduct their own investigation, combining the use of both primary research and secondary research. The results of the Fieldwork investigation were a better understanding of the process of geographical investigation as well as a better understanding of the issues affecting our local area.

Thank you to the whole HSIE staff for a great start to the year: M. Anderson, G. Bowen, F. Jimenez, E. McKenna, C. Middleton and S. Weingarth. Many thanks to Mr C.Puleo, Mrs D.Harney and Ms N. Parker for filling in for staff on extended leave. Their enthusiasm and drive to develop new ideas is much appreciated.

Jonathan Barons, Head Teacher HSIE
ANZAC Day

The HSIE department led a successful ANZAC Day ceremony which followed accepted ANZAC day protocols in a meaningful ceremony. Many thanks to Mr Puleo and Ms Middleton for organising the assembly.

We were once again privileged to have the Last Post and Reveille played on a real trumpet, played beautifully by Year 9 student, Allesandro Di Donato.
On Friday the 7th of June, Year 7 went on a GEOGRAPHY excursion to the Sydney Aquarium and Wildlife Sydney Zoo. Groups were established at school before boarding the bus to the Sydney Aquarium.

Upon arrival, Year 7 assembled into their class groups, entered the Aquarium and started looking around searching for answers to the work booklet. In the Aquarium students saw fish, turtles, sharks and much more. They were also able to touch some sea creatures in the 'touching pool'. The aquarium demonstrated how animals adapt to their specific environments and highlighted the fragile nature of these environments.

Wildlife Sydney Zoo was right next door to the Aquarium. More questions and activities, learning and discovering new information about animals like koalas, emus, wombats and much more.

Wildlife Sydney Zoo was a great opportunity to see many Australian animals in their natural environments and to learn about many of the animals we live within our local area.

It was a great day and great start to the study of Human Society and Its Environment (HSIE)

Year 7 GEOGRAPHY
Congratulations to those students who participated in the National Geographic Channel Australian Geography Competition. The Competition was sat by the students at a very busy time at the end of term one, amidst a variety of assessment tasks, so the following students did very well to achieve their results:

**Credit:** Belinda Burke, Ashleigh Cook, Emma Cuelho, Ritwik Misra, Taylah Porter, Cory Robinson, Rebecca Zhang, Christina Golgini, Michaela Jarvis.

**Distinction:** Georgia Bennets, Mackenzie Bohan, Loredana Caltanide, Tom Steller.

**High Distinction:** Nicola Schuster.

Dusted Off – the Story of Vietnam

Year 10 History attended an emotional and moving performance by Brett Hunt in the TLC on Tuesday. Brett is the son of Frank Hunt the Vietnam veteran who stood on a mine the day man stepped on the moon (he was made famous in the Red Gum song, “I was only 19”). Brett retold the story of his father’s experience before, during and after the war through words, song and drama. He captivated the students with his presence and performance and the students now have a greater empathy for the impact of the war, not only on the soldiers, but on their families. At the conclusion of the performance the students displayed their curiosity about the war and the participation of Brett’s father by asking some thought provoking questions. Brett will return to the school in June to perform to the students of Year 9 on the subject of World War One.

Special thanks also to Jenny McLaughlin who expertly translated Brett’s words into sign language for over an hour.

**Ed McKenna, Year 10 History Coordinator**
The world isn’t flat, it’s an orange!
To explore the difficulty in projecting a 3 dimensional world onto a 2 dimensional surface, the Year 7 G&T Geography class drew world maps on oranges. The fun part was removing the flesh of the orange and eating it, of course, to create a 3 dimensional map of the world. Back in the classroom, the students then had to ‘squash’ their round orange peel onto their page to draw a 2 dimensional map. This was no easy task, and resulted in bizarre, broken-up world maps, not to mention sticky hands and pages! The exercise revealed how all 2 dimensional world maps are actually distorted to fit and why Greenland usually looks bigger than Australia.

Mr Barons 7GV teacher
This year, HSIE students were privileged to be invited to the URA forum at the Baden Powell Scout Centre in Pennant Hills on an overnight excursion. From Year 11: Yasemin Bugdayli, Luke Donnelly, Holly Helpin, Brooke McDonald and Conrad Nicholls. From Year 10: Loredana Caltanide, Emma Cuelho, Christina Golgini, Rachel Lee, Renee Narayan and Erin Oliver.

When we arrived each Model Farms student was buddied up with Japanese ‘ICET’ student, a great opportunity to get to know a person from a very different culture. We were then seated at mixed tables of Model Farms, ICET, Davidson HS and Blacktown Girls HS students.

The students then undertook research into a current social issue in groups and prepared a visual presentation ranging from posters through PowerPoint to a live debate.

At the end of the first day, we were treated to a delicious, home-cooked Japanese curry, then lights and smoke machine turned the meeting hall into an atmospheric disco which the students took to with gusto. Music emerged as another international language.

The following day saw the sharing of the group research presentations. I was impressed to see how many students, including those who are normally quite reserved, taking the microphone and representing their mixed groups in the presentations.

Many thanks to Fusae Harada and the ICET staff whose belief in the value of the forum creates an unforgettable and invaluable opportunity for those students involved. Thanks also to the students from Davidson High and Blacktown Girls High and of course to the many ICET students who demonstrate their endless hospitality and excellent English language skills.
From the Support Faculty – The Faculty with Ability

The 2013 year has brought many changes to the support faculty, the foremost being the introduction of the new ASD (Autism Spectrum Disorder) class, 703. Five students in Year 7 and one student in Year 8 are in 703, with all the new students making an excellent beginning at Model Farms High School.

In addition to new students, the support faculty also welcomed three new permanent staff members. Ms C.Rawat, the new Classroom Support Teacher and Ms A.Kelly and Mr G.Pinson, School Learning Support Officers (SLSO’s). All three new staff members have brought enthusiasm, initiative and professionalism, making the support faculty richer in resources than ever before.

All three classes, 703, 705 and 706, for a total of 22 students, have been enthusiastically involved in many extra-curricular activities this year. Below are some of the highlights.

THE EXTRA CURRICULARS -

The Swimming Carnival
The Sydney Royal Easter Show

The Sydney Royal Easter show provided the students the opportunity to tie in their Agriculture theory lessons with real life examples, including how a real dairy farm worked.

CURRICULUM AREAS
The students have all been working very hard across all KLA’s. In Visual Arts they have produced some amazing ‘ocean themed’ works, made from paper mache.

Personal Development/Health/PE has seen the students learn about nutrition, why a healthy diet is important and what the average amount of exercise should be. In History, the 705 and 706 classes have been studying ancient cultures and societies. One of the cultures studied was that of the Vikings.
The 703 class has been looking at their personal connections to history, as well as honing their research and analytical skills.

We have also had our senior students attend a community access/work experience program, alternating each term. The program is designed to equip the students with the real life skills they will require when entering the workforce and society in general.

B. Maksimovic
Head Teacher Special Education
Hello once again from all of us at Industrial Arts— that section of the FACTS magazine that gives you the latest news from the faculty that uses tools, machinery and equipment to design and build things!

In this edition of the FACTS magazine we will be telling you about the exciting major project work our senior students are involved in this year as well as some other things that are happening around the faculty.

This year we have 13 students doing Industrial Technology at the HSC level and Mr Vince is their teacher this time round. The course being studied in Industrial Technology at our school is called ‘Timber Products and Furniture’ and the practical part of this course involves students making a quality piece of furniture utilizing a range of researched industrial processes. The practical project represents 60% of the HSC mark and must be finished and handed in by Mon 12th August, the middle of Term 3. Typical projects in previous years have included such things as wall units, display cabinets, desks, entertainment units, card tables, jewellery boxes and even a clock! – superb pieces of furniture.

So what are the students working on this year? What masterpieces are currently being created in our workshops by our senior students this year? The following photos are just a small snapshot of the many great projects being built during this year with many students preparing materials and building parts and pieces of their project before it is carefully assembled together for the big day when the HSC markers come to assess the quality of their work.
Work began on the Major Projects the beginning of Term 4 last year with deciding on and finalising plans, ordering timber, marking and cutting out.

Some interesting projects are taking shape in our workshops as students work hard to complete work before the due dates. Projects being constructed this year include a Jarrah Display Unit, a Roll Top Desk, several Display Cabinets, a Computer Desk, TV Unit, a Dining Table, a Card Box and a number of Jewellery Boxes. I wonder if you can see which ones are taking shape in the following photos?
Do you get the point of this project? What do you think it could be?

Can you guess what these projects will be used for when they are completed? What do you think they are?
The success of our courses relies a lot on having quality equipment that enables increasingly more complex industrial manufacturing processes to be done safely by our staff and students. For some time now we have as a faculty invested in quality industrial equipment, the sort of gear that is used in industry on a daily basis. Our investment in Festool power tools is enabling our students to safely produce quality work that gives them a realistic experience of industrial manufacturing techniques as well as a competitive edge in their HSC major projects.

Students are also making major projects in another course we offer at Model Farms. The course is called Design and Technology and focuses more on the design process to come up with a product, a system and/or an environment in any material of their choice.

Projects being attempted for the HSC this year include a redesign of a computer desk, a desk chair to match an antique table, an ergonomic computer chair, several jewellery boxes, a redesigned camera bag, several miniature desks or supports for a laptop to prevent overheating when in use, a portable coffee side table tray to assist with eating snacks while watching TV, an Ottoman storage device, a domestic garage design that will
enable a car enthusiast to work on their car, a guitar/amp support stand and a redesign of a multipurpose stadium!

See if you can figure out which of these projects are being designed and constructed in the following photographs:

Can you guess what these design projects, being constructed here in prototype form, are going to be?

Our senior engineering students have been making model balsa wood bridges again this year and testing them to destruction to see how strong they are!
This course provides an excellent opportunity for students to test out engineering concepts and theory in a very practical way.

Many of our senior students begin their journey towards a successful HSC by using quality machinery and equipment in the junior school and experience the joy of building great projects using great tools. The following photos are just a small selection of many of the great practical learning experiences which have been occurring in our faculty during this year so far.

Guess who was framed in the act of making a great project!

Excellent learning opportunities involving both teamwork and individual effort in creating great projects to be proud of!
Our Year 10 electronics students this year have successfully completed a bionic ear project that looks a little bit like a radar gun. What it does is to collect and amplify distant sounds so that you can hear even very faint sounds from quite a distance away. So be careful what you say!

Our Year 10 electronics students can hear you whispering from quite a distance away so make sure you are only saying nice things about them!

Well we really couldn't finish this edition of the Facts without telling you about some of the renovations which have been occurring in our faculty over the last couple of terms.

Mr Cooper and a team of willing renovators have been working on transforming one of our old metal workshops downstairs into a fully equipped, multi-purpose workshop.

Out with the old benches and with a major repaint and tidy up.......
And even the Industrial Arts Staffroom underwent a major transformation during this past year when we moved everything out to have new carpet put down.

...A new workshop! ....New benches which had to be built from kit form, new tools and racks made to put them in and lots of hours of extra work to transform this space into a pleasant and functional place to work.

And new shelves designed and made by Mr Cooper.

So, in finishing and until next time, some wise sayings:
Perhaps you have some wise sayings you would like to add to the above. Visit us in our faculty and tell us what you would add to the list.

Ed Luke
Head Teacher IA.

Not being able to see things from another’s perspective is a major block to learning!

Wisdom comes from seeing the truth about yourself through the eyes of another.

Simple things have the potential to be transformed into objects of beauty and wonder in the hands of those who can see their potential.
Meet the Welfare Team....
Year 7 – Ms Varghese
Year 8 – Ms Aldabbas
Year 9 – Ms Letherbarrow/ Mr Puleo
Year 10 – Mr Montgomery
Year 11 – Ms Haroutonian/ Ms Munroe
Year 12 – Ms Dunger
HT – Mrs Lumley

The Welfare Team is responsible for the welfare and wellbeing of all students in the school. Throughout the year the team is responsible for; organising Year Assemblies, providing guest speakers, police talks, study skills, social skills, SRC and careers talks as well as giving the year groups information regarding their wellbeing. This year we have had Jason Roughley deliver his “Police Talks” to several year groups. Elevate education has run workshops for Years 10, 11 and 12 on study Skills and Year 7 have been to Narrabeen for their first high school camp. This year we had our Year 8 group begin a leadership program called “High Resolves”. The first session was a fantastic introduction to the leadership skills for our students. Year 9 are looking forward to their camp later in the year!

Our focus areas are...
Year 7:  Respect, Organisation, Bullying, Goal Setting, Racism and Exam Preparation
Year 8:  Cyber bullying, Study Skills, Discrimination, Personal Relationships
Year 9:  Drugs and Alcohol, Motivation, Study Skills, Goal setting, Careers, Team Building
Year 10: Homework, Drugs and Safe Partyng, Stress Management, Preparing for Year 11
Year 11: Assessments, Study Skills, Time Management, Exams, Leadership
Year 12: Civic Responsibility, Board of Studies, HSC and career pathways, HSC exams
Year 7 have had their first lot of vaccinations with minimal fuss, well…. Perhaps a few tears!

This term the Year Advisers have been busy reading and writing reports and talking to students about their commitment to their studies. They also offer counselling and advice for students in regards to their wellbeing. Working closely with counsellors and mentors is an ongoing process for a Year Adviser.