

The View

"Delivering excellence, innovation and success"

106 Mount View Road, Cessnock NSW 2325

T (02) 49902566 F (02) 49911728

mountview-h.school@det.nsw.edu.au www.mountview-h.schools.nsw.edu.au



**White
Ribbon
SCHOOL**

Issue 5

JUNE 2019

2019 CALENDAR

TERM 2

Week 7	Event	Year Group
Wed 12 June – Sat 15 June	Starstruck – Newcastle	Selected Students
Week 8	Event	Year Group
Tues 18 June	Ag Excursion	9
Week 9	Event	Year Group
Wed 26 June	Captain Candidates' Speeches	12
Thur 27 June	Taste of TAFE Day	
Week 10	Event	Year Group
Mon 1 July	Feed Forward Interviews	12
Tue 2 July	Principal's Assembly – 9am	7 & 8
Tues 2 July	Girls Finals All Schools Knockout	Selected Students
Wed 3 July	Principal's Assembly – 9am	9 & 10
Wed 3 July	Newcastle University Open Day	12

TERM 3

Week 1	Event	Year Group
Mon 22 July	Students return to school	All
Thur 25 July	Subject Selection Evening – 5pm	8 & 9
Thur 25 July	Subject Selection Evening – 6.15pm	10
Fri 26 July	State Cross Country	Selected Students
Week 2	Event	Year Group
Mon 29 July	Careers QUEST	10
Tues 30 July	Parent Teacher Interviews	7 - 10
Wed 31 July	Leaders Induction Ceremony – 9am	All
Week 3	Event	Year Group
Tues 6 Aug	Kacey Drummond Cup	Selected Students
Wed 7 Aug	Education Week Awards Ceremony 3.30pm	All

Next P&C MEETING

Wednesday 14th August at 6:00pm

All Welcome

FACULTY LEADERS

Admin
CAPA
English
HSIE
Mathematics
PD/H/PE
TAS
Science
Support
Teaching/Learning
Wellbeing

Craig Jarrett (Relieving)
Liz Alder (Relieving)
Rebecca Bartlett (Relieving)
Scott Hamilton
Ben McCartney
Sue Ford
Brian Means
Natalie Death
Tania McLaren (Relieving)
Liz Alder
Julie Myers & Steve Quigley

YEAR ADVISERS

Year 7
Year 8
Year 9
Year 10
Year 11
Year 12

Sarah Bendall
Lisa Hunt
Ainslie Martin
Melissa Parish
Jodie Scheffler
Rebecca Conn



PRINCIPAL'S REPORT



Mr Shane Hookway – Relieving Principal

Term 2 is an increasingly busy term for our staff, who this week have been diligently writing reports for the Week 10 Principal's Assembly. As such, it is timely to acknowledge the staff who are now transitioning in various roles around the school as a result of Ms Pfeffer's secondment to a position supporting principals across the Greater Hunter and Central Coast regions. Desley will be working from the Department of Education's state office in Newcastle until the end of April 2020. I am excited to be relieving as principal for the duration of her secondment. In this role I will continue to work hard on the foundations that Desley has built over the last seven and a half years in ensuring student wellbeing and educational outcomes are prioritised in everything we do.



I wish to pass on my congratulations to Mrs Julie Myers, who will relieve as Deputy Principal Year 7, 9 and 11 for the next few weeks, and also to Mrs Jodie Scheffler who will move into the HT Wellbeing role as everyone shuffles position. These positions have been filled in the short term through an internal Expression of Interest (EOI). Currently there is an external EOI which will be decided by the beginning of school Week 9 and this may result in adjustments to these positions. During this time, Jodie will maintain her other role as Year 11 Year Advisor.

Reports and Interviews

Semester 1 student reports will be handed out in conjunction with Principal's awards that students have accrued since the last Principal's assembly. This will occur during Week 10 of this term with Years 7 and 8 receiving their reports and awards on Tuesday 2 July (ceremony to commence at 9am through to 10.30am) and Years 9 and 10 receiving theirs on Wednesday 3 July with similar timing. As has been the practice, semester reports will be published to the parent portal. These reports will be supported by a parent teacher afternoon held on Tuesday 30 July. This is the second Tuesday in Term 3. I strongly encourage all parents to attend this event and other opportunities to strengthen the partnership between the teacher, student and parent.



Research indicates that student performance levels increase when parents and teachers work together. In light of this, Year 12 students along with their parents / caregivers are invited to attend the 'Feed Forward' interviews that have been scheduled for Week 10 of this term. This is a critical interview for setting up student study expectations and targets for effective preparation for the Trial HSC and the HSC exams. On the same day Year 12 will participate in two Elevate study sessions: 'Ace Your Exam' and 'The Finishing Line'. This is timed to complement the 3 way student/teacher/parent 'Feed Forward' interview.

Education Week

In early Term 2, Mount View High School will host the annual **Education Week Awards** on behalf of Cessnock Community of Great Public Schools' commencing at 4pm on Wednesday 7 August in our School Hall. The theme for 2019 is 'Every Student, Every Voice'. Our regional schools will congregate at Mount View High School to recognise outstanding individual and school achievements as well as featuring performances from the schools in attendance. Parents of award recipients will be notified closer to the day.

HSC Minimum Standards

In 2018 the NSW Education Standards Authority (NESAs) introduced the HSC minimum standard to help ensure students have the key literacy and numeracy skills for life after school. Students in New South Wales need to demonstrate a minimum standard of literacy and numeracy to receive the HSC credential from 2020. The first students that this impacts is our current Year 11 students. Further information and resources are available on the [NESAs website](#), [NESAs Schools Online](#) and the department's [HSC minimum standard webpage](#).



PRINCIPAL'S REPORT

Additional information will be communicated annually at our subject information evening. Students will have a number of opportunities to meet the HSC minimum standard including two in Year 10, Year 11 and Year 12, and for a few years after school. Students have to meet the HSC minimum standard in reading, writing and numeracy only once. These online tests are 45 minutes long each, and include:

- a multiple choice test for reading
- a multiple choice test for numeracy
- a test for writing based on a written or visual prompt

These online tests will be administered by schools under supervision using a lockdown browser, and can be taken on any school day. It should be noted that students do not need to meet the HSC minimum standard to:

- study HSC courses
- sit HSC exams
- receive HSC results
- receive an ATAR
- receive a Record of School Achievement

Uniform review

The uniform review has started. On Friday June 8 every student received a notice regarding the review. Information relating to this was also published on the school Facebook page and the school website as a news article. In addition, this information and the survey link has been:

- emailed to parents via the email address provided on enrolment forms
- emailed to students via their @education email address

The survey is also available in hard copy from our attendance and administrative offices.

The uniform review will occur in three distinct stages.

Stage 1 - The current survey will provide information and direction about possible changes to the uniform. The closing date for completion of this survey will be 4pm Friday 21 June.

Stage 2 - This stage will occur if there is a clear need for change. This will involve further consultation around possible alternatives if it is decided that the current uniform should be updated / altered. This stage will be conducted in collaboration with our suppliers, Lowes and Flanagans Menswear.

Stage 3 - Communication of the uniform changes, and/or confirming the existing uniform to our community. This process will be managed to ensure that families are fully informed and have the ability to transition, if needed, to new uniform options. All communication regarding this process will be managed through the school website and the school Facebook page.

At this time the absolute earliest implementation of any possible change to uniform will be from the beginning of 2020. The uniform survey can be complete by accessing the following link:

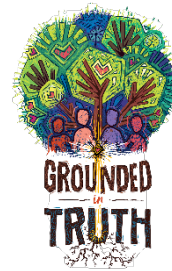
<https://forms.gle/bdjXrTtoeT6bQh39>

I would like to remind students and families that every student is expected to be in full school uniform every day. The policy relating to school uniform for the Department of Education and at Mount View High School can be found at <https://mountview-h.schools.nsw.gov.au/about-our-school/uniform.html>. Mount View High School can and will continue to provide assistance to families under the financial assistance scheme to help ensure correct uniform is purchased and worn.

PRINCIPAL'S REPORT

Thanks

I would like to take this opportunity to recognise a number of our amazing staff who provide opportunities and recognition for our students. A huge thank you to Mrs Cherie Tritton who again this year has been instrumental in getting our students ready for Starstruck. This is a huge undertaking and involves many additional hours of work. Thank you also to Michelle Bedford who has been supporting our Aboriginal students in their performance piece.



Michelle has had a busy few weeks having put together this year's Reconciliation assembly. The theme this year 'Grounded in Truth: Walk together with courage' was presented at a whole school assembly in the amphitheatre. Our Junior Aboriginal Education Consultative Group (Jnr AECG) led by Taneisha Rosser, Sylvia Carr and Jacinta White did a stellar job leading the assembly and there were also significant contributions from Mrs Ainslie Martin who spoke from a personal perspective, and drama students organised by Miss Amy Johnson.

Thank you also to the staff who attended the Year 10 Careers excursion. Ms Rebecca Rounsley and Mrs Kylie Ambrum spent considerable time ensuring that every Year 10 student had access to explore career opportunities with both a traditional Sydney excursion organised and a separate local Hunter based option available that was school funded.



A wellbeing focused breakfast for our Year 12 students was held last week. It was a great chance for students and staff to 'give', 'connect' and 'take notice'. Thank you to Brian Means and Stacey Ostle for your organisation and effort in catering.

Lastly, thank you to Ms Linsey Springbett who organised and ran the taster lesson transition day for our 2020 Year 7 students. Our school executive and available staff taught taster style lessons to 220 prospective Mount View High School students. Each student experienced three different high school lessons; a wonderful opportunity for these students to start to feel comfortable about the transition from Year 6 into Year 7.



DEPUTY REPORTS



Mrs Larayne Jeffery – Relieving Deputy Years 8/10/12

Mayoral Academic Awards

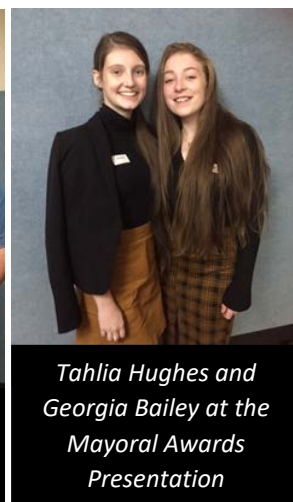
Some of our Year 12 cohort from 2018 recently attended the Mayoral Academic Scholarships Presentation.

Georgia Bailey won the Hospitality and Tourism Scholarship and Kyle Rees won the Post HSC and Undergraduate Scholarship. Georgia is currently undertaking a Certificate III in Commercial Cookery with an apprenticeship at Bistro Molines and Kyle is studying a Bachelor of Education majoring in Business at Charles Sturt University.

We wish these young people every success in their future careers.



Mrs Jeffery congratulates Georgia and Kyle on their awards



Tahlia Hughes and Georgia Bailey at the Mayoral Awards Presentation

Molly Gamble of Year 8

Molly is thrilled to be recently selected for the NSW North Zone under 15's Girls Cricket team and travelled to Tamworth to meet the other players.

She has also been awarded the Gus Harrison Memorial Trophy for Encouragement and Commitment making her the only female who holds this honour.

Molly is excited to play cricket with some of the Sydney Sixer Players in October.



Sofia Kurki being presented with her award by Mayor Bob Pynsent

Sofia Kurki of Year 12

Cessnock City Council conducted their Rewards & Recognition function for staff. One of our students, Sofia Kurki, was recognised as she is a school based trainee, receiving a nomination for Outstanding Customer Service.

When Sofia presented her digital design, the committee was impressed with her diligent approach. Her design concepts took into consideration the principles of equity, inclusion and respect which are fundamental to the committee's charter. Sofia guided the team through the design process and delivered the project with integrity, accountability and excellence; exemplary evidence of Council's values in action.

Mayor Bob Pynsent said, 'I am so proud of our Trainee Program at Council and this recognition emphasises the great talent of our young people.'

Strengthening the HSC Support Strategy

A special breakfast was held for Year 12 on Friday 7th June in the staff common room. Guest presenters from last year's cohort formed a 'Q & A' panel which allowed students to ask questions regarding pathways after the HSC and seek advice and information to help them consider their best options.



Feed-Forward Conference

On Monday 1st July, Year 12 will participate in two Elevate study sessions; 'Ace Your Exam' and 'The Finishing Line'. This is timed to complement the 3 way student/teacher/parent conferences that afternoon where staff will outline the best strategies for holiday preparation time leading into the Trial HSC exams. Parents are encouraged to accompany their student to these feed forward conferences to maximise their student's outcomes and offer support. Bookings can be made through the parent portal or by contacting the front office.

SCHOOL ADMINISTRATION



Nicole Haley - School Administration Manager
GENERAL ASSISTANTS & FARM ASSISTANT

At Mount View High School our General Assistant, Brad Walker, manages the maintenance of our buildings and grounds, with the part-time assistance of Gerard Henry each Wednesday.



Our school community is very fortunate to have such extensive grounds and it is a full-time job maintaining the outdoor learning areas, sporting areas, lawns, and garden beds. We often receive compliments from visitors to our school on the presentation of our gardens and this is due to the hard work of Brad and Gerard.

Brad also has the responsibility of identifying and reporting maintenance/safety issues in our buildings and grounds. Brad will either undertake minor maintenance of buildings and equipment himself or arrange a qualified tradesperson to attend the school to deal with major maintenance issues. Brad monitors the school security systems and assists faculties as required for the storage or removal of furniture, archiving and resources. Our General Assistants are also responsible for assisting with organisation of the hall, the library, the LEAP Centre or classrooms for school activities such as parent/teacher interviews, performances and assemblies.



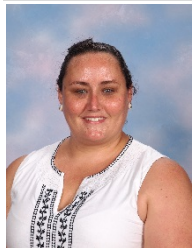
Our Farm Assistant, Philip Dearin, has the responsibility of preparing and maintaining the established agricultural plot at Mount View High School. Phil works with the Agriculture/Primary Industries teaching staff assisting with crop production, the care and supervision of livestock, and has the responsibility for general farm maintenance.

Phil works with staff to establish and cultivate a range of crops depending on the curriculum at any particular time. Phil maintains the crops, including pest and weed control, fertilisation, watering and drainage. Phil assists with the care of the school's livestock, including sheep, goats, cattle and poultry.

Phil also performs a range of general farm maintenance tasks, including storehouse and fencing, mowing and care for grassed areas associated with the school's agriculture plot, and undertakes stock control duties, including the receipt, storage and inventory of farm supplies.



YEAR ADVISER REPORTS



Year 7 – Sarah Bendall

Year 7 have been working hard on their assessment tasks during the term. Technology is the focus this week. Subjects range from engineering, coding, and materials such as wood and textiles. Below are some food and textiles creations that Year 7 have been working hard on.

Abbey Gardiner, Kaitlyn Mitchell, Shanae Gibson, Scarlett Johnston & Jordan Walker



7 Tec H students completing their design task

Jye Passfield



William Lambert



7 Tec J developing design skills in Textiles

Wiley Cameron

Assessment tasks in the weeks to come:
English in Week 9 and Maths in Week 10.



Year 8 – Lisa Hunt

This newsletter I thought that I would spend a little time sharing with parents and caregivers some reading I have been doing. Since becoming a Year Adviser I have spent many recess and lunch sessions helping Year 8 students deal with peer and other conflict. I enjoy helping them become capable of solving their own problems. As a starting point I like to remind students that conflict is normal, it is the actions that we take to resolve issues that show our real strength. I focus on building positive comes through mediation, drawing on one's inner strength to walk away and following appropriate reporting procedures. Below are some solutions students have come up with when talking with me recently:

- Block people who are engaging in negative social media
- Report to a trusted teacher
- Listen to the voice inside my head that says walk away
- Practise breathing techniques
- Change self talk from "I can't do it" to "if I practice I will get better"

"I am convinced of this one very important truth: the world would be a much better place if we all accepted the fact that conflict is a natural and unavoidable part of life."

- Dr. Bryan Harris in Education Week Teacher

I encourage parents and caregivers to support students in developing the ability to resolve conflict in a positive manner and I look forward to continuing to work with your children.



Year 9 – Ainslie Martin

We are now more than half way through Term 2 of 2019 and the year just seems to be passing quickly. By now your student should have received their school photos. If they have not, please contact the attendance office.

Subject Selection Evening is fast approaching. I'd like to take this opportunity to remind parents of the importance of this as Year 9 move into 10. This will take place on July 25th at 5pm and will cover important information on classes and the process to be used by students to select their 2020 electives.

Recently I've been speaking to a number of parents who are concerned about their teenager's behaviour and wellbeing. Issues such as cyberbullying, self-esteem, depression, anxiety, peer pressure, personality changes and conflict within the family are all issues that affect many, many teenagers. This is just a reminder that there are many avenues for support and students are encouraged to seek them out.

N-awards

I have also been speaking to many students (and some parents) about students with N-awards in subjects. The presence of multiple N-awards in subjects may cause your student to be ineligible for the ROSA (Record of School Achievement) for Stage 5. If you are unsure if your student has N-awards or if they require help to resolve N-awards please contact me via the English Faculty or by email on ainslie.martin@det.nsw.edu.au.

The icy weather is upon us – remember to send your child warmly dressed and in full school uniform as per the MVHS uniform policy. If there is any reason for them being out of uniform please send in a note. Should you have any issues providing uniform, please let me know.



Year 10 – Melissa Parish

I hope your child enjoyed a taste of life after school during the Careers Excursion. Whether they travelled to Sydney or remained in the local area to see what is available, I hope it inspired them to set some goals in working towards their career choices.

The Year 10 Principal's Assembly will be on Wednesday, 3rd July from 9am - 10:30am. You are all welcome to attend the celebrations of your child's achievements during Terms 1 and 2.

Term 3 begins Monday, 22nd July. There will be NO Staff Development Day on this day. ALL students are expected to begin Term 3 on this day. Instead the Staff Development Day will be in Week 5 on Monday, 19th August. Students do not come to school on this day.

Please contact me if you have any questions regarding your child.



Year 11 – Jodie Scheffler

During the month of May, students in Year 11 have been busy working on their assessment tasks and keeping up to date with school expectations and the hectic life of a senior. No doubt there have been many more pressures felt by some students this year and particularly around the half-way point of Year 11. I encourage all students to make contact with our Senior Studies Tutor Miss Jess Schafer and take the opportunity to get some extra help and support with your senior studies. It is hard to believe Year 11 have one term remaining before they commence Year 12!

Exciting times are ahead because, at the moment, any Year 11 student who has an interest in becoming a school leader has the opportunity to submit an application and begin the journey of selection. Nomination forms can be found with myself, Mr Means, Mr Lindsay and Miss Baum. Applications close soon so don't delay.

Please enjoy the pics of Year 11 students working hard.

YEAR ADVISER REPORTS



L-R Madeline Davis, Emelia Lawler, Emily Cunningham, Paige Hickey, Nash Barangan-Locock, Ella Rayward and Imogen Gibbons creating some Batik.



Caitlin Martin helping to dry Flax in order to do some weaving.



Caitlin Martin and Paige Hickey tie dying fabric.



Steve Quigley - Head Teacher



Julie Myers - Head Teacher

During May, students from Year 7 viewed a performance titled **Verbal Combat**. Live performances are used as another way to support curriculum and student outcomes while addressing relevant issues our young people face from time to time. The dire consequences of cyber bullying was discussed and the performance helped students understand that their digital footprints are hard to erase and so are their mistakes. One of the key messages from the performance was words are powerful. Words can hurt and cyber bullying is devastating while online words can last forever.

Here is a short overview of Verbal Combat for parents: The desire to fit in and be liked is strong and when one friend starts to post witty, but mean rumours to get more online likes, the play takes a cruel twist. All too soon, the posts are wreaking havoc in all their lives and the characters quickly discover that there is no easy way out.

Brainstorm Productions



Students from years 8 to 10 witnessed a different performance from Brainstorm Productions called **The Hurting Game**.

The Hurting Game captures the dizzying highs and crushing lows of high school and growing up. From teen cliques and coping with peer pressure to teenage insecurities and bullying. The production tells the tale of how destructive relationships at school and online can affect students' self-esteem and their future wellbeing. However the characters soon realise that caring for others is the answer to most of life's biggest problems. The performance aims to inspire students to develop healthier and happier relationships, both online and in the real world.

We hope students utilised the performances by taking the opportunity to talk with parents about the key messages.



As mentioned by Larayne Jeffery in the last edition of *The View*, staff have now completed 'Smiling Mind' training which focused on social and emotional learning for staff and the potential implementation in the classroom. Just as we eat well and stay fit to keep our bodies healthy, mindfulness meditation is about mental health, looking after the mind and is grounded in Science. The Smiling Mind App is available to everyone through the App Store or Google Play.

The App offers several programs for a variety of age groups to support everybody. Some of the most popular programs include stress, sleep, attention and concentration, wellbeing, relationships, performance, mindfulness eating and sport. There is a variety of activities and meditation options throughout these programs, with some of our senior student's stress levels already benefitting from using the App. The best thing about the App is you don't need to set aside large amounts of time with programs starting from just 5 minutes.

Check out the App and keep an eye out for its use within our classrooms. If you'd like to investigate mindfulness for yourself or your children, please visit the Smiling Mind website: <https://www.smilingmind.com.au/what-is-mindfulness>

“A flower does not think of competing to the flower next to it. It just blooms.”

Body Image: Patterns in Conversations with Students

The body image that we all have is not just influenced by the physical shape of our bodies, but also by things like the attitudes and actions of others, our upbringing as well as the bodies we see in popular culture, media and social media.

Why is positive body image important?

Positive body image occurs when a person can accept, appreciate and respect their body. Positive body image is important because it is one of the protective factors which can make a person more resilient to eating disorders. In fact, the most effective eating disorder prevention programs use a health promotion approach, focusing on building self-esteem and positive body image, and a balanced approach to nutrition and physical activity.

A positive body image will improve:

- **Self esteem**, which dictates how a person feels about themselves and can infiltrate every aspect of life, and contribute to happiness and wellbeing.
- **Self-acceptance**, making a person more likely to feel comfortable and happy with the way they look and less likely to feel impacted by unrealistic images in the media and societal pressures to look a certain way.
- **Healthy outlook and behaviours**, as it is easier to lead a balanced lifestyle with healthier attitudes and practices relating to food and exercise when you are in tune with, and respond to the needs of your body.

Signs of body dissatisfaction

While it is important to eat wholesome food and be active, constantly worrying about eating and exercise could be a sign your teenager is dissatisfied with their body.

Look out for these signs if you're worried your teenager is experiencing body dissatisfaction:

- Expressing thoughts or feelings about not liking their body or wanting to change their body.
- Overly worrying about eating, food, body shape or weight.
- Feeling anxious or irritable around the subject of food.
- Changes in eating habits.
- Frequent dieting behaviour (fasting, counting calories, avoiding food groups etc).
- Sensitivity to comments about body shape, weight, eating or exercise habits.

How can you improve your body image?

While some aspects of your appearance can be changed, others, like your height, muscle composition and bone structure are genetically fixed. It is important to understand that there is no right or wrong when it comes to weight, shape, size and appearance. Challenging beauty ideals and learning to accept your body shape is a crucial step towards positive body image.

While changing your actual appearance can be counterproductive, improving your body image is a constructive goal. We have the power to change the way we see, feel and think about our bodies. Here are some helpful tips:

- Focusing on your positive qualities, skills and talents can help you accept and appreciate your whole self
- Say positive things to yourself every day
- Avoid negative or berating self-talk
- Focusing on appreciating and respecting what your body can do will help you to feel more positively about it
- Setting positive, health focused goals rather than weight loss related ones is more beneficial for your overall wellbeing
- Admiring others' beauty can improve your own body confidence but it is important to appreciate your own beauty, avoid comparing yourself to others, accept yourself as a whole and remember that everyone is unique and differences are what make us special
- Remember, many media images are unrealistic and represent a minority of the population

Confidence will
 ☺ make you ☺
 happier than
 any diet ()
 ever will ()
 (so embrace your body!)

www.wordsonimages.com

If you are concerned about the eating habits of your child, please seek advice from your health care professional.



Our school is proud to announce our involvement with this wonderful new initiative operating in our town.

Teachers - Brian Means, Stacey Ostle, Karen Blandon and Julie Myers along with the support of a group of Year 10 boys and the MVHS Leos, cook a meal and dessert every fortnight for the homeless and vulnerable people in our community. This is largely funded by the teachers and the members of the Leos and brings us so much joy. We are 'Taking Notice' and 'Giving' to a most worthy cause. Melissa Gontier an ex-student of Mount View High School is the organiser of this nightly event. Congratulations to Mel and her many volunteers and of course to our many students who are 'getting involved'. Mel will be our guest speaker at the Week 7 whole school assembly. How good is Mount View!

Stress – what does it do to the body?

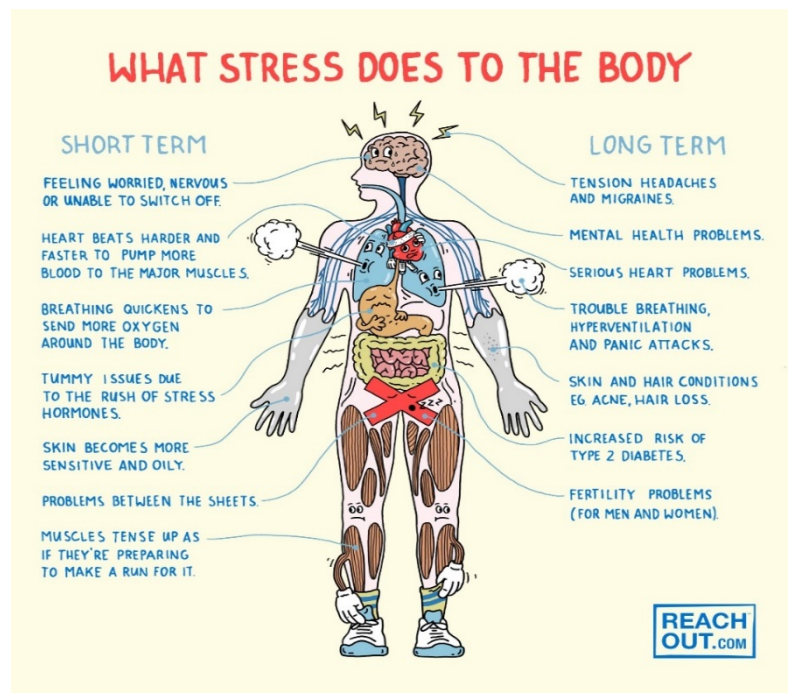
It's normal to feel stressed sometimes, but if you always feel under-the-pump it can have a really negative impact on your mind and body. This is because stress is supposed to be a short-term response to danger and not a constant state of being. If you know the signs that you're experiencing stress, you'll be better placed to keep it under control.

Is stress always bad?

Feeling stressed can be normal, healthy and helpful – depending on the situation. Stress is the fight-or-flight response that gets you through job interviews, impromptu speeches and those awkward encounters with your ex. In these situations, stress helps you to overcome a short-term challenge that you know you can handle. It's only a problem when it's constant or the situation is out of your control. At times like these, it's important to know how to cope with stress.

What are the signs of stress?

When your body senses danger, it releases stress hormones that cause short-term physical changes. These changes help you to stay focused and alert until things are under control. However, if stress is constant and these changes persist, they can lead to serious problems in the long term.



Learning to identify and manage stress will help you to feel happier and healthier in the long run. Coping with stress is about trying to solve the problems that are within your control and learning to accept the things you can't change. We've come up with four questions to ask yourself the next time you're feeling stressed, to help you decide on your next move.

What can I do now?

- Practising mindfulness is a great way to reduce stress. Check out these 5 ways to be mindful without meditating.
- Find out your chill style and make time for chilling out. You'll feel happier and healthier.
- Go to reachout.com

WELLBEING REPORT

A Mother's Day Breakfast was held at Mount View High on Friday 10th of May.

A lovely morning was had by all mums, carers, nans and loved ones. A beautiful feast was provided with lucky door prizes and gifts to be won. It was pleasing to see so many students with their loved ones on such an important occasion. We hope you enjoy the photos.



Atticus Burlless and his mum and nan



Cadence Enright and her nan



Lucy Donn and her mum



Ms Earl, Hayley Anderson with her nan and Mrs Bendall



Ms Scheffler, Emme Formosa, Mr Quigley and Felicity Lucas



Mrs Blandon, Brendan and Connor Green Hill with their mother



Doriane Milne with his family

ENGLISH & DRAMA FACULTY



Rebecca Bartlett – Head Teacher (Relieving)

The last month has been a busy one in English with tasks being completed, excursions running and staff attending a range of professional learning to ensure they have the most up to date information about syllabus changes and new approaches to teaching whilst also consolidating their skills.

Years 7, 8 and 9 have all completed a midterm assessment with some excellent results. The IT skills of students were reflected in some aesthetically pleasing and informative photographic essays in year 8 whilst the conviction of Year 9 students became apparent when they presented persuasive speeches about an issue of importance to them. The diversity among topics from bullying and deforestation to racism, the need to support small business and poverty was both engaging and informative.

Senior students are working on a range of modules as they prepare for end of term assessments in both year 11 and 12. Year 11 Advanced have been analysing the love sonnets of Shakespeare and Elizabeth Barrett Browning, working superbly in groups to find meaning which they then presented to the classes as 'experts'.



Extension 1 English students, Ryan Dixon and Charmayne Gould travelled to Newington College on Sunday 19th May to attend lectures and workshops on their texts.



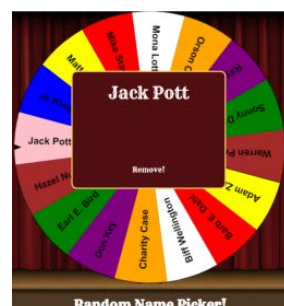
Students from Year 11 English Advanced annotating Shakespearean sonnets using their own knowledge supplemented with notes and technology.



Not only have students been working hard but those in Year 12 Advanced and Extension have had the opportunity to attend HSC Seminar days at Sydney, with another event coming up in June. These events offer the opportunity for students to hear from HSC markers and strengthen their understanding of the texts set for study.

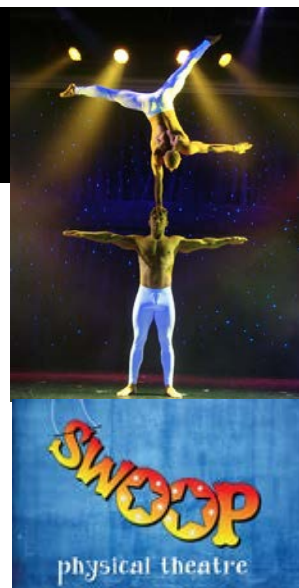
Also in June, the English department will host a visiting author who will hopefully impart his wisdom on the writing process which will be of benefit to all the would-be writers among the years. Specific classes will be invited to attend and should gain a great deal from listening to him.

Formative assessment is a big focus in our faculty this year with all staff undertaking some refresher training to ensure they know how to tell where students are at, and where they want them to be. The use of a range of strategies like a random wheel picker and the mini white boards are great ways for teachers to get an instant 'snap shot' of what all students know and this will shape and inform our teaching in the future.





On Saturday 1st June, Mount View joined forces with Maitland High School and we ran away to the circus! Year 11 Drama students attended a physical theatre workshop worked with Swoop Physical Theatre to expand and extend their skills in using physical movement to communicate. Nothing makes me happier and prouder to see a student's face instantly light up when they realise THEY CAN! Thanks to Danielle from Swoop for a day of fun, physicality and learning!



Reconciliation Ceremony

Year 11 Drama students Alecia Swallow, Jacinta White and Liam Callaghan gave a stirring performance at Mount View's 2019 Reconciliation ceremony as part of Reconciliation week. Students performed a monologue from the perspective of Aboriginal Australian's on National Sorry day.

CERTIFICATE OF APPRECIATION



Excerpt: "I'm walking across the bridge and if you look from a distance it's like a colourful snake.... Like a rainbow serpent... I look up and I can see... the red, black and yellow. They've written sorry... they've written sorry across the sky..." - The Seven Stages of Grieving.

Michelle Bennett
LEADERS OFFICER
ADMINISTRATIVE SERVICES

Shane Bonney
DEPUTY PRINCIPAL

Darley Preiner
PRINCIPAL

Dramaworks!

Attend a week long workshop WITH MISS JOHNSON in Newcastle where you will learn new and exciting drama skills and have a chance to attend STATE DRAMA FESTIVAL! If you are in Year 9-10, see Miss Johnson for more information! Hurry, spots will fill up fast!!



State Drama Camp

Kirsten Boesen, Liam Callaghan, Brayden Corcoran, Chelsea Hamid, Alecia Swallow, Billie Taylor, Logan Vassel and Jacinta White have been selected to attend State Drama Camp in Week 10 of Term 2! The camp will cover all major aspects of drama such as Set Design, Costume Design, Scriptwriting, Individual Performance, Circus, Physical Theatre/Devising, Script Interpretation, Advanced Acting Skills, Voice & Accents lead by tutors from the Performing Arts Industry. Students will also watch a performance from ZEAL theatre company and attend a performance of "All things I know to be true" at Belvoir Theatre, Surry Hills. This is such a fantastic opportunity for these students from a rural area! Congratulations!

Thinking about electives?

“The future depends on our ability to create and be creative. If we are to continue to meet the defy the challenges of the rapidly evolving future, we must develop creative leaders.”

Drama is an academically and emotionally enriching subject that develops the **key competencies**, and equips an individual for life after school. It builds confidence, self-expression, willingness to explore ideas, working as a group member collaboratively and creatively to solve problems, and fosters empathy through imagination. Drama teaches students that success only comes from concentration, diligence, and hard work while giving them an emotional outlet, and allows you to learn through movement and play. It increases literacy, numeracy, and ICT skills in a fun, safe environment built on respect and trust.



Chelsea Hamid and Alecia Swallow maintaining perfect balance.



Chelsea sitting a little too comfortably on her throne as Drama Queen ;)



Jacinta White and Kirsten Boesen 'flying' with physical theatre artist Danielle, from Swoop.



Miss Johnson perfecting her now famous "Stag lift"



Natalie Death – Head Teacher

MVHS Ag has been a hive of activity already this term.

Term 2 saw the start of Mount View's involvement in "startup.business Entrepreneurial Learning in Action program". Mount View High's Agriculture teacher Anna Wells, with the support of Elise Robinson worked to ensure our school was selected as one of only 7 schools in Australia to participate in this unique opportunity involving agricultural focused entrepreneurship. Approximately 22 students have chosen to join the program where they will be mentored by classroom teachers as well as innovators, researchers and entrepreneurs in the Ag industry to develop a business idea that aims to solve some of the problems facing Australian farmers.

Over the past few weeks and continuing into Term 3 the students involved will develop their ideas and solutions before pitching them to a panel of experts at a finals evening hosted by Mount View High School. This will lead to the students continuing on to the Brilliant Business Kids Festival at Sydney University later in the year. We look forward to bringing you updates on the students' progress and ideas as well as the "Big Pitch" at the end.



Mr Shane Hookway addressing guests at the AgriFutures launch.



Guest Speaker Liz Riley from Vitibit Pty Ltd



Mrs Anna Wells opening the AgriFutures launch.

In other exciting news for MVHS Farm, we have recently been visited by Ag students from Bourke High School for an afternoon of practical activities and Ag focussed learning. The 9 students from Bourke and their two teachers popped in for a visit during the week-long tour of NSW to see 'all things ag related'. Mrs Ryder (Bourke HS Ag teacher) organised the visit with our school to link in with other visits in the area including Tailor Made Fish Farm and TOCAL College. The students were treated to some dairy calf feeding, hydroponics and even a lesson in tractor driving before some late night shopping in Maitland. It is always a pleasure to host other schools on our site and share the amazing resources we have collected over the years. A huge thank you to Chelsea Webb, Lilly Stace and Shanay Green for offering to join in the fun and share their expert knowledge to teach the Bourke students some new Ag skills. Each of these three MVHS students were confident in their delivery of the skills they were teaching and it was greatly appreciated by both MVHS staff and Bourke.

SCIENCE & AGRICULTURE FACULTY

Students from Year 7 and Year 8, along with Ms Bell and Mrs Wells, attended the "Build Me a Future" Day at the University of Newcastle. This interschool competition focuses on problem solving and team work of students to design and construct the best and greatest projects!

*Chloe Piper,
Dylan Armstrong
& Peyton Gray*



*Cloe Kidd, Jordan Dodd, Elsie Bailey
& Jessica Frankland-Shambler*



*Anastasia Gesell,
May Webster,
Abbi Moore &
Sienna Newsome*



*Nate Membrey &
Liam Dixon*



*Jack Whiting Year 12 VET Primary
Industries*

In other class news, 9-2Ag have been caring for the newest editions on the farm, Fantasy and Peggy - the Brown Swiss dairy calves loaned to MVHS from Benleigh Brown Swiss Stud at Singleton. The calves are part of the Cows Create Careers program run through Dairy Australia where students look at the dairy industry, careers and related topics. At the end, students in groups create a short video for submission as part of a regional competition.

Year 12 VET Primary Industries are learning about safe use of farm machinery this term and as part of the unit have been tasked with preparing and sowing a paddock for pasture. All students in this class are required to attach and detach a Power Take-Off (PTO) operated implement such as a slasher, drive and use an implement safely and learn all about the maintenance of machinery on farms.

Mrs Sam Jarrett



Scott Hamilton – Head Teacher

The term so far in HSIE...

Term 2 continues to roll on with students and teachers busily working their way through the hectic assessment and reporting season. While this period can be arduous, stressful and difficult to navigate at times, student effort and application has been rewarded with outstanding and well-deserved results. This article will provide an overview of what our students have been busy studying so far this term.

Year 7 – Place and Liveability (Geography)

This term students have investigated the diverse range of communities found in Australia and the rest of the world. The focus of this study has been human wellbeing and identity, environmental quality, and access to services and facilities.

Year 8 – Spanish Conquest of the Americas (History)

Students have investigated the Spanish conquest of the Americas with a focus on the Aztec Empire. Recently students completed a source analysis task that required them to analyse a series of primary and secondary sources and demonstrate their understanding through an extended writing exercise.

Year 9 – Australians at War: World War I and II (History)

Our Year 9 students have continued their study of Australia's participation in World War I and II. Their focus has been on the Gallipoli, Western Front (WWI) and North African and Kokoda campaigns (WWII). Students were then required to undertake a source analysis exercise of historical primary and secondary evidence.

Year 10 – Human Wellbeing (Geography)

Students in Year 10 have investigated the factors and issues that influence human wellbeing with a focus on population, sustainability, health and education. Students have undertaken comparison case studies of Australian, Asian, African and European communities.

Our teachers would like to take this opportunity to recognise and celebrate the following students for their commitment, dedication and academic excellence in HSIE this term.

Academic Excellence	Effort and Application	Commitment and Dedication
Jessica Frankland-Shambler	Lucas Williams	Anastasia Gesell
Mackenzie Hall	Ella Beard	Aiden Bendeich
Lauchlan Bamford	Ian Fenton	Joeli Palmer
Chloe Piper	Tame Karaitiana-Tua	Bianca Hewitt
Atticus Burlless	Keenan Sneesby	Alexandra Dalton
Bree Abbott	Jack Cummins	Sophie Thompson
Eliza Sharpe	Connor Green-Hill	Taylor Grant
Rachel Amos	Blake Bodycote	Zaylie Hawkins
Isla Andrews	Isla Andrews	Isla Andrews

Student Evaluations

In HSIE, we strive to reflect and evaluate our teaching and learning programs and assessment tasks to ensure that students are challenged, engaged and provided with learning opportunities to thrive and succeed. Over the next few weeks, students will be given the opportunity to provide feedback on these areas that will provide my faculty with suggestions and improvements for Semester 2.

Ms Hunt's Year 9 History Class

This term we have been looking at the war in the Pacific and have been working in groups to create digital presentations on many of these key battles and events. During the activity students have made the following comments and images from their presentation.

"I learned the Japanese forces lost to American forces in the battle of Midway. This was important because it marked a turning point in the Pacific war,"

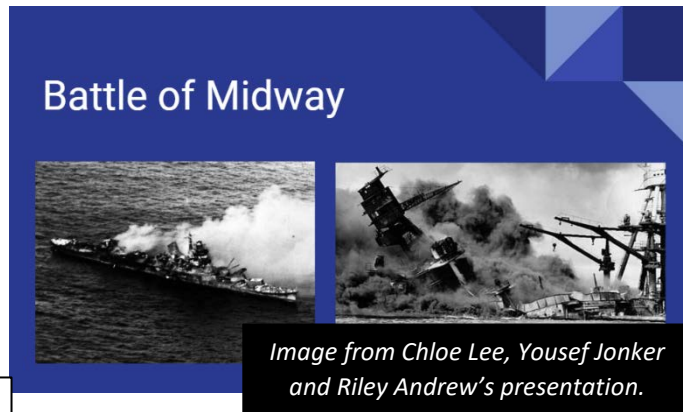
Yousef Jonker

"I was shocked to learn that the Japanese air raid targeted Darwin 64 times"

Ella Broadbent

"America only lost one ship in the battle of Midway, which was significant because it stopped Japan from advancing"

Maddi Collins



Retail Services

This term our budding retailers have been busy delving into the world of marketing, promotion and advertising. Students were tasked with planning product display methods to better engage and target consumers. It is safe to say that their strategies were effective with Mr Jorgensen stopping not once but twice to purchase some sweet-smelling perfumes and PJ's.



Students also built displays as part of an assessment task



Mikayla Harcourt and Rachel Amos



Mikayla Harcourt



Vanessa Whitaker with her Mother's Day display



A Harry Potter inspired display by Rachel Amos



A Halloween themed display by Dakota Fenton



Lily Longworth created a display of books by her favourite author, suggesting that these books should be read with a box of tissues on hand.



Breanna Ledbrook created an effective display of perfumes and lights.

TECHNICAL & APPLIED STUDIES FACULTY



Brian Means – Head Teacher

Mr Means' HSC Hospitality class enjoyed a fine winter warming breakfast at Crowne Plaza Hunter Valley on Tuesday May 28 before seeing behind the scenes at Hope Estate.

At Crowne Plaza the students experienced first hand quality service and saw the logistics of creating an eye pleasing breakfast buffet. Students became restaurant critics, having thoughts on what could be improved to meet customer satisfaction.

Following breakfast, students had a private tour of the catering department of Hope Estate. Students listened to the coordination needed to ensure the smooth running of large outdoor concerts. They then were shown the extent of the small onsite brewery and bottling line. The huge wine storage area impressed the group and they had many questions for the tour guide, with responses that will help them during their upcoming Trial Examination and HSC.

Just in case they didn't have enough to eat at breakfast, a quick stop over at Fawk Café and Bakery filled their tummies. All done with a view of improving their knowledge of varying styles of service.



*Madeline Davis, Erin Burns, Beatrice Nelson,
Mr Means, Tamsyn Cordowiner,
Claire O'Connor & Caitlin Martin*

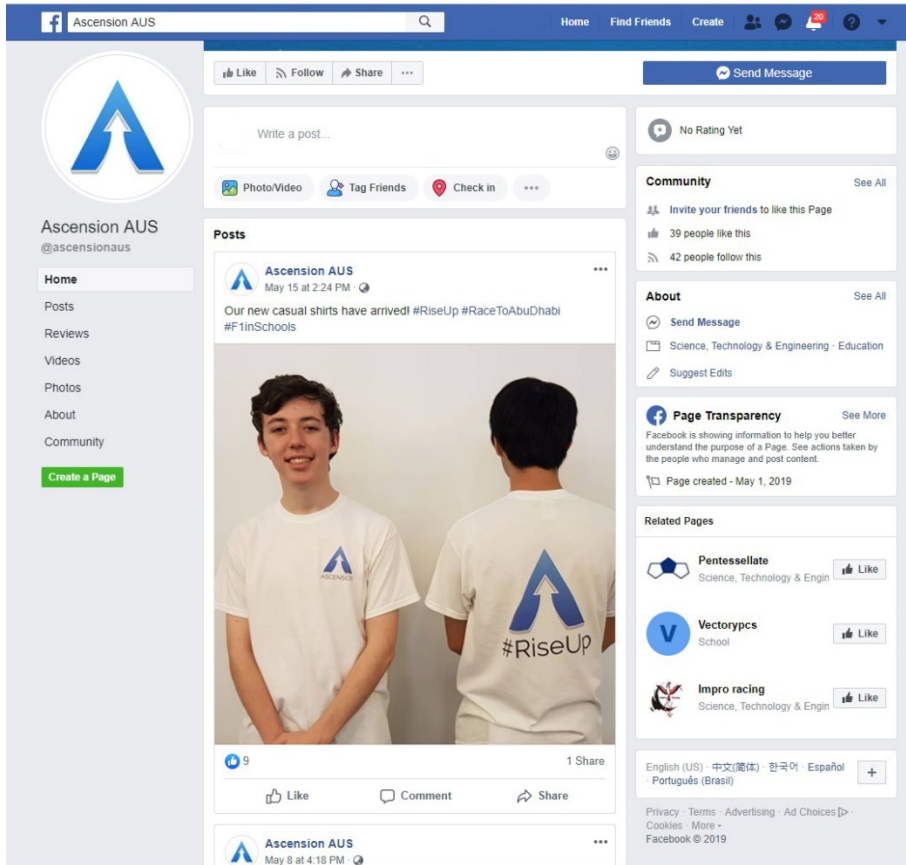


F1 in Schools STEM Challenge World Final Team– by Mark Bassett, F1 Coordinator

Mount View High School’s F1 in Schools STEM Challenge Australian team competing at the World Finals in Abu Dhabi is looking for your support. We are competing against more than 50 other teams from 44 countries in late November and are eagerly seeking sponsorship from our local companies. Ascension have finished their prospectus and will have copies available from the front office after the 11th of June. If you would like a copy please call in and collect one or email Mr Bassett and he can send you a digital copy (mark.bassett@det.nsw.edu.au). The team is working hard to take the school’s strongest team to the world finals to achieve our dream of a podium position.



ASCENSION



The team’s Facebook page is up and we would like your support by following us. We will be publishing our journey to the world finals as well as information about our sponsors and their support with the world’s largest STEM program. The team also has an Instagram and Twitter account where photos and messages will be sent out to take everyone on the journey with us. The accounts are:

Instagram - @ascension.aus
Facebook - @ascensionaus
Twitter- @ascensionaus

Feel free to contact the team in regards for sponsorship or opportunities at

contact@ascensionaus.com.au





Elizabeth Alder – Head Teacher (Relieving)



TJ Farnham

Year 10 Street Art and Visual Art

TJ has been producing exemplary works in both courses this year. He has a preference for graphic black and white styles and makes strong designs. His work has been completed using lino printing, spray cans, stencilling and paint pens.

TJ's attention to detail earns him this accolade for the month of June.



HSC Music Day 2019

Mount View High's Year 11 and 12 Music students had the chance to attend the HSC Music Day at the Newcastle Conservatorium. The day featured musical workshops and sessions on preparing for HSC success. The Performance workshop included HSC markers critiquing the performances of current Year 12 students from the Hunter, providing valuable and insightful feedback. A live interview on the composition process with artist/composer NYXEN was relevant and meaningful, highlighting more current trends with a technological focus to composition.



Year 12 music students Lachlan Abbott, Lilian Taylor and Heidi Turner





Sue Ford – Head Teacher

Personal Development, Health and Physical Education (PDHPE) is a mandatory subject for all students in K-10. Both NESAs and Department minimum PDHPE requirements for government schools is 300 hours, to be studied from Years 7 to 10, with study to occur in each of the years. This is a requirement for eligibility for the award of the Record of School Achievement.

This course provides students with opportunities to enhance their own and others' health, safety, wellbeing and participation in physical activity. Students develop self-management, interpersonal and movement skills to become empowered, self-confident and socially responsible citizens.

All students study the following four strands:

- Self and Relationships – Students learn about sense of self, adolescence and change, sources of personal support and the nature of respectful relationships.
- Movement Skill and Performance – Students build upon fundamental movement skills and explore the elements of composition as they develop and refine movement skills in a variety of contexts.
- Individual and Community Health – Students explore a variety of health issues, including mental health, healthy food habits, sexual health, drug use and road safety. They examine risk, personal safety and how to access health information, products and services.
- Lifelong Physical Activity – Students develop an understanding of a balanced lifestyle and factors that influence their participation in physical activity. Students learn to participate successfully in a wide range of activities and to adopt roles that promote a more active community.

Throughout the course students will learn to analyse, assess, evaluate and practically apply key concepts and skills to take action to enhance their own health and physical activity.

In 2019 the new PDHPE syllabus has been implemented with Years 7 and 9 and the planning for Years 8 and 10 for implementation in 2020 is well under way.



Year 11 CROSSROADS

This is a DEC **mandatory** 25 hour course for Stage 6 students. At Mount View High School the course is delivered via a 3 day camp whereby students participate in challenging activities and seminars that encompass the core topics of:

- Personal identity
- Mental health and wellbeing
- Relationships
- Sexual health
- Drugs and alcohol
- Safe travel

Students should be well underway with their payment plan for this camp. They should see Mr Cooke in the PE Staff Room if they have not yet received their information note or have any questions regarding costs or requirements. Students not attending the camp must complete the 25 hour course at school.

World Autism Awareness Day

An estimated 1 in every 70 people in Australia is on the autism spectrum.

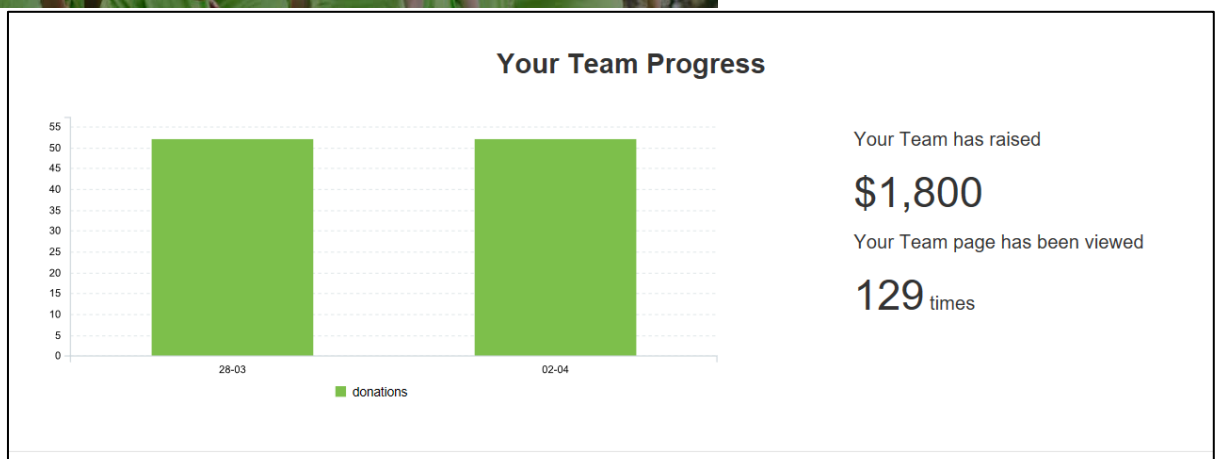
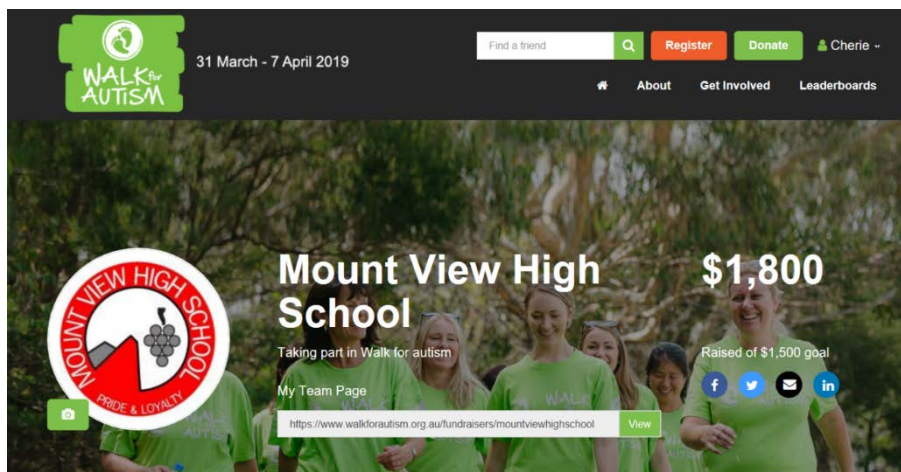
On Tuesday 1st April, Mount View High School celebrated world autism awareness day. During this blue and green event, students engaged in a variety of activities that raised awareness about autism, addressed how we as a community can ensure everyone feels supported and raised much needed funds to support ASPECT (Autism Australia).

As a school we registered for the national ‘Walk for Autism’ fundraising event. Staff and students were challenged to walk 10,000 steps on a selected day where we were stepping towards a world where no one on the autism spectrum is left behind. Many generous donations were made online by staff, families and friends. Gold coin donations by students and the cake stall also contributed toward our \$1500 target. We are so proud to confirm that as a school we raised \$1800 for ASPECT Australia. Over 100 staff and students also reported reaching the 10,000 step goal. Special mention to Mr Jarrett who reached 23,781 steps on the day. An amazing achievement!

Throughout the day we listened to personal stories from staff members and students about how autism has presented challenges for themselves and family members at school and at home. The period 4 lesson was designated the ‘sensory period’, similar to what has been established at many local supermarkets. Lights were dimmed, sensory toys were available for use, a video on sensory overload was viewed and further discussions were held during this time.

Reviewing the written feedback for the day was very humbling. Students on the spectrum said it made them feel included and valued. Many other students said the day was very insightful and it made them think about autism. Many of the written comments about what they took away from the day was our aim - **to realise that we are all different but the same, that many people on the spectrum struggle with things that others take for granted, that we should consider what other students may be going through and to be kind to each other.**

Thank you to everyone who made this event memorable and valuable.



Lily Rizzoli (Niszczot) and Mia Herring



World Autism Awareness Day Assembly



Every time you adjust your own behaviour and environment to accommodate a diverse range of capabilities, you're helping to create a world where no-one on the spectrum is left behind, and that's real change.



Tips for autism-friendly and inclusive interactions

Many people on the spectrum find reading social cues and body language very challenging. You can help by being patient and understanding.

Focus on a person's ability, interests and their unique perspective. If you take the time to listen, you may learn some really interesting things.

People on the spectrum have the same emotions as everyone else. Treat everyone with dignity and respect.

Sometimes people on the autism spectrum get overwhelmed by sights, sounds and smells in our surroundings, especially when places are busy. Give people the space and time they need and understand if they need to exit a situation or conversation quickly.

Sometimes people on the spectrum take words and phrases literally or have trouble reading 'between the lines'. As a result, they may need to clarify (even if this means going back to previous comments). Don't be offended by this if someone repeats your words back to you - they're just making sure they've understood you correctly. To help, keep your communication direct, clear and easy-to-follow.

People on the spectrum often interact and communicate differently. Be careful not to judge these differences negatively but focus patiently on the purpose of the communication.

People on the spectrum can appear very frank, honest and matter of fact. Remember this is often a part of being on the spectrum, and there's no intention to be rude or inappropriate.

These tips were developed in conjunction with people on the autism spectrum.

1800 AUTISM (288 476) www.autismspectrum.org.au



GUIDELINES FOR HEALTHY GROWTH & DEVELOPMENT FOR CHILDREN & YOUNG PEOPLE (5 TO 17 YEARS)



A GUIDE FOR PARENTS & EDUCATORS

Australian 24-Hour Movement Guidelines for Children and Young People (5 to 17 years);

An Integration of Physical Activity, Sedentary Behaviour, and Sleep



Australian 24-Hour Movement Guidelines for Children and Young People (5 to 17 years):
An Integration of Physical Activity, Sedentary Behaviour, and Sleep

FOR MORE INFORMATION, VISIT WWW.HEALTH.GOV.AU

NOTE: These guidelines are relevant to all apparently healthy children and young people (5–17 years) irrespective of gender, cultural or language background, geographic location or the socio-economic status of the family. These guidelines may be appropriate for children and young people with a disability or medical condition; however, a health professional should be consulted for additional guidance.

The Australian Government has worked with experts to develop guidelines to help you, as parents and educators, support children and young people to build daily routines for better health.

The 24-Hour Movement Guidelines include a picture of what a day for a child or young person should look like, including time for physical activity, limiting sedentary activities, and getting adequate sleep.



Following these guidelines may be challenging at times; however, meeting them will benefit health. Achieving these guidelines is associated with better health and leads to improved body composition, cardiorespiratory and musculoskeletal fitness, cardiovascular and metabolic health, academic achievement and cognition, improved mental health and emotional regulation. For those not currently meeting these guidelines a progressive adjustment towards them is recommended.



GENERAL ADVICE

For optimal health, children and young people (5–17 years) should achieve the recommended balance of high levels of physical activity, low levels of sedentary

behaviour and sufficient sleep each day.



Children and young people should participate in a range of physical activities such as active play and recreation, sports, hobbies, chores and jobs while maintaining good quality sleep and limiting screen time and prolonged sitting. Whether at home or school, indoors or outdoors, on the field or in the water, moderate to vigorous physical activity can provide health benefits.



PHYSICAL ACTIVITY

Children and young people should aim for at least 60 minutes of moderate to vigorous physical activity per day involving mainly aerobic activities that makes their heart beat faster—more is better. The 60 minutes can be made up of shorter bursts of activity throughout the day that add up to 60 minutes or longer.

Activities that are vigorous, as well as those that strengthen muscle and bone, should be incorporated (in the recommended 60 minutes of daily physical activity) at least three days per week. In addition, several hours of a variety of light physical activities should be undertaken each day.

TIPS

- Basketball, soccer, netball, lap swimming, skipping or running are all great ways to add more **vigorous** activity to a day. They don't have to be organised, paid activities—they can be as simple as grabbing a ball or a friend and running around at the park. Anything that makes kids "huff and puff" counts!
- Add to the daily total with **moderate-intensity** activities such as bike riding, scootering or skateboarding. Swap a drive to the local shops or library with a bike or scooter ride.
- Examples of **light activities** include leisurely walking or playing handball. Walking your dog or to school is a great way to increase light activity. Some activity is better than none.
- Great options to **strengthen muscles and bones** include skipping, running, yoga, jumping, push-ups, sit-ups, lifting weights, lunges, squats, climbing trees or swinging on monkey bars.
- Try to **switch sitting for being active**. Encourage kids to get off the bus a stop earlier, or to meet friends for a game in the park rather than spend their leisure time sedentary on a screen. These small changes will deliver health benefits, but remember to maintain sufficient sleep.
- **Teachers:** you can also help students to add vigorous activity by integrating short but intensive aerobic activities into Physical Education lessons and inside the classroom such as tuck jumps or fun simple dance routines.



SEDENTARY BEHAVIOUR

Long periods of sitting can counteract the benefits of being physically active so should be broken up as often as possible.

Sedentary *recreational* screen time should be limited to 2 hours per day. This does *not* include screen-based activities for educational uses. Encourage positive social interactions and establish boundaries by discussing time limits and age appropriate content with children and young people.

TIPS

- **Parents:** be your child's role model and keep your own screen time to a minimum and be active too.
- **Parents:** leave the car at home and ride or walk together to your local activities. Be **active together** on the weekends by taking a nature walk or learning a new activity such as rock climbing.
- **Teachers:** add in physical activity such as star jumps to break up long periods of sitting in school.



SLEEP

Sleep is essential for optimal health.

Children (5–13 years) should have 9 to 11 hours of uninterrupted sleep per night and young people (14–17 years) should have 8 to 10 hours uninterrupted sleep per night.

To establish and maintain healthy sleep patterns, children and young people should have a consistent bedtime routine, avoid screen time before sleep, and keep screens out of the bedroom.

TIPS

- To keep a **consistent routine** try not to vary bedtime and wake-up times by more than 30 minutes.
- **Avoid screens** one hour before going to bed.
- Make bedrooms a **screen free zone**.



Teaching and Learning Faculty

Elizabeth Alder – Head Teacher

PARENT'S GUIDE TO A GROWTH MINDSET

Big Life Journal

*Your brain is like a muscle. When you learn, your brain grows.
The feeling of it being hard is the feeling of your brain growing!*

PRAISE



FOR:

- EFFORT
- STRATEGIES
- PROGRESS
- HARD WORK
- PERSISTENCE
- RIISING TO A CHALLENGE
- LEARNING FROM A MISTAKE

NOT FOR

- TALENT
- BEING SMART
- BORN GIFTED
- FIXED ABILITIES
- NOT MAKING MISTAKES

THE POWER OF "YET" SAY

- "YOU CAN'T DO IT YET."
- "YOU DON'T KNOW IT YET."
- "IF YOU LEARN AND PRACTICE, YOU WILL!"

BRAINS can GROW



FAILURES AND MISTAKES = LEARNING

SAY

- "MISTAKES HELP YOU IMPROVE."
- "YOU CAN LEARN FROM YOUR MISTAKES."
- "LET'S SEE WHAT OTHER STRATEGIES YOU CAN TRY."

RECOGNIZE YOUR OWN MINDSET

BE MINDFUL OF YOUR OWN THINKING AND THE MESSAGES YOU SEND WITH YOUR WORDS AND ACTIONS.



ASK

- "WHAT DID YOU DO TODAY THAT MADE YOU THINK HARD?"
- "WHAT NEW STRATEGIES DID YOU TRY?"
- "WHAT MISTAKE DID YOU MAKE THAT TAUGHT YOU SOMETHING?"
- "WHAT DID YOU TRY THAT WAS HARD TODAY?"

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Tania McLaren – Head Teacher

Lest we Forget

Army Infantry Museum Excursion

Battles from the past were brought to life at the Australian Army Infantry Museum (AAIM) at Lone Pine Barracks, Singleton on the last Wednesday in May. This was a timely excursion, as it followed on from Anzac day some weeks before.

In a learning program called "Australia at War", Woko class students have been learning about the various conflicts Australia has been involved in throughout history. Our visit to the Infantry Museum was not only extremely informative, but jam-packed with primary and secondary sources for students to view straight from all of the conflicts Australia has been involved in.

Students have been studying the science behind inventions like the machine gun, the gas mask and the helicopter, so it was great to be able to handle weapons from WW1 through to the Vietnam War. They even tried on uniforms from the different conflicts. Students gained a new respect for infantry when they realised the weight of the packs soldiers had to carry, along with how heavy the uniforms were.



Looking at the light machine gun with help of museum staff



Zane Campbell dressed for WW1



Zac Wild wearing Vietnam War uniform



Ashtyn Pace with WW2 gear

The museum's displays were fantastic, and students had a hands on experience with helicopters, tanks and other army vehicles. Our guides, both serving members of the military, were able to share their own experiences in conflict which helped bring our learning to life. They were very knowledgeable and shed light on some of the conflicts and peace keeping operations that Australia has been involved in as we explored.

Woko was impressed by the museum and took a lot away from the experience. We really recommend you go for a visit if you get a chance!

By Miss Munden

CAFÉ SCENTRAL Teacher



Woko students left to right: Ashtyn Pace, Zane Campbell, Charlotte Thomas, Zac Wild and TJ Reckwell



Zane Campbell and Zac Wild with WW2 tank



Zac Wild, Ashtyn Pace, TJ Reckwell in carrier vehicle



Staff with Charlotte Thomas, Ashtyn Pace, Zane Campbell

MOUNT VIEW LEO CLUB - Leading for Life



Karen Blandon – Leo Supervisor/Teacher

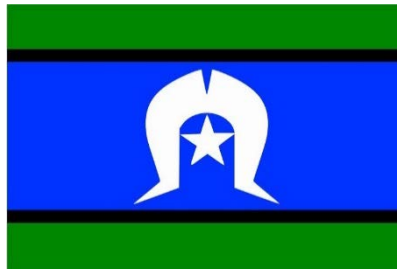
On Saturday 25th May our Mount View Leo members arrived at the Cessnock Salvation Army Church at 9:30 am, ready to collect for the Red Shield Appeal. They walked along the main street and through the shopping centres for a couple of hours and our amazing community members were generous in giving over \$600.



A Bunnings BBQ was held on Monday 10th June 2019, to raise funds to donate to our local charities.

More events coming up this month:

- Cooking every second Wednesday for the Hunter Hands of Hope (12th June, 26th June)
- Volunteering to help at the Bellbird Soccer Gala Day – 30th June - 9am start
- Dinner at the Aussie – 4 July 6pm



CLOSE THE GAP

On 2 April a representative group of MVHS Aboriginal students had a great day when they attended Kurri Kurri High School for the annual Close The Gap Sports Day.

Due to the rain, Cessnock High School and St Phillips Christian College were unable to attend, however this did not stop Mount View High and Kurri Kurri High students having a great day of healthy sport and making friends.

We started the day mixing up school teams for a fun way to get to know each other. Then it was down to local high school competition with Kurri Kurri HS coming out the winners in basketball, and Mount View HS the winners in football! With the end of the day coming near, and no time left for a decider, it was voted by all that the schools would share the trophy this year - 6 months each!

So Kurri Kurri HS are currently enjoying the first 6 months as trophy winners, then we will take it back!!!

Thanks to Stephen Bush for organising the day, including a sausage sizzle feast to keep everyone's energy up.



MVHS students (L-R) Kaiis Tanner (Donovan), Riley Butler, Taj O'Hearn, Peter O'Brien, Jack Lewins, Jack Giddings, Aleah O'Brien, Jacinta White, Gabby Dann



PERSONAL LEARNING PATHWAYS

Personal Learning Pathways meetings (PLP's) commenced for our Year 7 to 10 Indigenous students during Term 1, Weeks 10 & 11. Michelle Bedford and Tracy Eddy met with many of our students, together with their parents and carers.

The aim of this process is for the school, student and family to come together and develop an understanding of what is important to the student and then support them in setting goals for their academic and personal futures.

These meetings are held each year in an informal and relaxed atmosphere. Information gathered during the meeting is made available to the student's class room teachers to enable them to understand and support the student in their learning.

Invitation letters were sent to all Year 7 to 10 Indigenous student families last term but if, for whatever reason, you haven't been able to arrange a time to attend a meeting please contact Michelle or Tracy to do so.

YOUNG MOB – CAMP

During the last week of Term 1, a group of our Aboriginal & Torres Strait Islander students attended a 4 day Young Mob Camp at Murrook Cultural Center at Williamstown.

These students have been attending a positive youth development program at MVHS that has been made possible by World Vision and Young Mob.

The program will continue throughout this year with further opportunities for camps in the future.

The aim of this program is to equip participants with the cultural knowledge and values to enable the development of a positive self-identity and essential life skills. Young Mob is about connecting youth with the Strong Spirit of Aboriginal and Torres Strait Islander culture.

This was their first camp and students made connections with other Aboriginal & Torres Strait Islander young people, elders and role models. A special thanks to Mr Cooke for volunteering to be our supervising teacher and to Auntie Jenny and the team at Young Mob for an amazing experience for our young upcoming leaders.

Jacinta White and Sylvia Carr



Jack Giddings washing up whilst Mr Cooke observes



Dinner Time



FUTURE FOCUSED LEARNING STEM CONFERENCE

This week our JAECG President, Taneisha Rosser, spoke at the Futures Focused Learning STEM conference held at the Crowne Plaza. Taneisha, along with Sarah Sales from Cessnock High School, delivered a lovely Acknowledgement of Country, both in English and Aboriginal Language at Crown plaza.

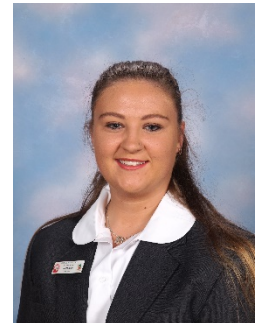
Congratulations to both girls who represented their school, culture and of course themselves with poise and dignity. It is so fabulous to see of future leaders working together to bring culture to our entire community.



STARSTRUCK

We are very excited to announce our first Aboriginal Dance Group has been accepted into Starstruck this year.

The student group attended their first rehearsal on Wednesday 1/5/19 and the very talented Jacinta White was selected to be in the opening Aboriginal dance ensemble – WELL DONE!!!



Further rehearsals are being held on the 12, 13, 14 June and the performances are on the 14 & 15 June.

Tickets can be purchased at:
<https://premier.ticketek.com.au/shows/show.aspx?sh=STARSTRU19>

We wish them and all performers the very best and cannot wait to see the performance!

ABORIGINAL DANCE GROUP

Mr Cooke is also running an Aboriginal Dance Group at school. Students wishing to participate are encouraged to come along every Wednesday Period 4. The group are looking at creating their own dances to perform both at school and for the wider community.

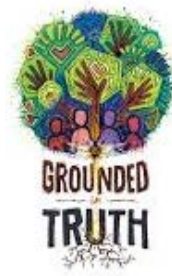
AMAROOKBA NEWS

RECONCILIATION WEEK

As part of this year's Reconciliation week, we held a full school assembly run by our JAECG student leaders.

The students represented themselves and their culture with pride – congratulations on another successful event.

Students were also invited out into community and again represented themselves, their culture and the school with pride.



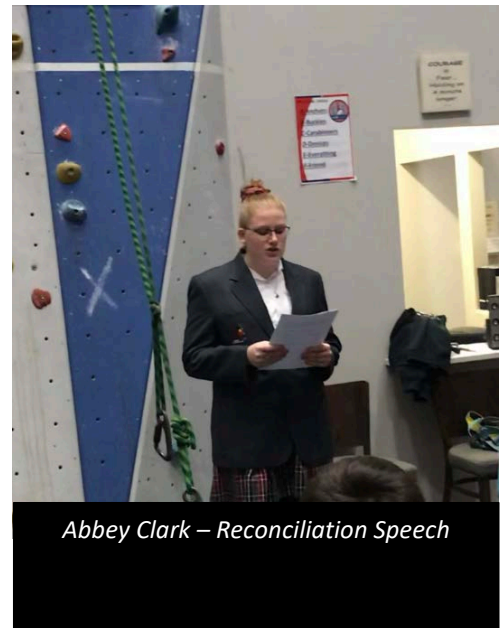
We thank the PCYC for their invitation to their events as well as Cessnock City Council for inviting us to their Elders afternoon tea.



*Jacinta White and Sylvia Carr
with Mayor Pynsent and Elders
Afternoon Tea*



*Jacinta White – Acknowledgement
at PCYC*



Abbey Clark – Reconciliation Speech

NEW EXECUTIVE COMMITTEE

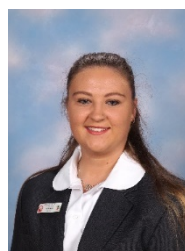
It is with great pleasure that we announce the newly elected Junior Aboriginal Education Consultative Group (JAECG) Executive Committee.



Aleah O'Brien
President



Sylvia Carr
Vice President



Jacinta White
Secretary



Chloe Ford
Assistant Secretary



Ruth Copeland
Publicity

Congratulations ladies! You have been, and will continue to make fine leaders.

These students were elected by their peers to represent them, both at MVHS and within the wider community.

Our JAECG also forms an integral part of our school leadership group and as such these ladies will be formally inducted with the MVHS Leadership Team on Wednesday 31st July.

It was a VERY close vote, with many other brave, aspiring and future leaders also stepping forward to demonstrate their willingness to take on the leadership roles - some only narrowly missing out. To these students, we also congratulate you on stepping forward to share your desire to lead and we encourage you to continue to do so.

SPORT

Mount View High took 4 teams to the annual all school Oz Tag all schools tournament where we traditionally perform very well, and this year was no exception! Mr Jorgenson worked with the Under 14's boys and Mr Hamilton the Under 14's girls. Both teams competed well and were unlucky in the end to not make the finals. Mr Cooke ran the Under 16's boys and Mr Bragato the Opens girls. Both of these teams made the finals with the boys being knocked out in controversial style, competing against a team who played much of the game with an additional player on the field. The open girls went through the pool rounds undefeated and ranked number 1 in their pool, however, they were defeated by a very strong and well-rehearsed outfit in the finals. The majority of students represented Mount View in an exceptional fashion and should be proud of their efforts.



Under 16's Boys

*Back Row: Oliver Spruce, Connor Burns, Mitch Schreiber, Jayden Plummer, Liam Browne, Tame Tua, Corey Jobson
Front Row: Mason Forrest, Sam Younger, Jack Giddings, Will Ingram*



Under 16's Boys & Opens Girls

*Back Row: Corey Jobson, Sam Younger, Oliver Spruce, Jayden Plummer, Mitch Schreiber, Jack Giddings, Mason Forrest, Liam Browne, Connor Burns, Will Ingram, Tame Tua
Front Row: Hannah Shearer, Kailey Crossley, Isabella Garvie, Tenika Gilmore, Lena Cartwright, Ella Sissingh, Nikki Murnane, Aleah O'Brien, Chloe Beckett, Raya Costello, Emily Bailey, Sylvia Carr*



Opens Girls

*Back Row: Hannah Shearer, Lena Cartwright, Ella Sissingh, Tenika Gilmore, Emily Bailey, Sylvia Carr
Front Row: Kailey Crossley, Isabella Garvie, Nikki Murnane, Aleah O'Brien, Chloe Beckett, Raya Costello*

HOUSE LEADERBOARD

GATHER & ASSEMBLE

Belong & IGNITE

BE QUICK, BE ACTIVE



GROUNDED & DYNAMIC

Students gain house points for a range of activities including sporting success, participation, attendance and involvement in extra-curricular activities.



Peace & POWER



TRUTH & HONOUR



STRIVE & UNITE



SHINE BRIGHT



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