

Melville Matters



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Term 3– Issue 12

Thursday, 21 August 2014

"Happy Retirement, Mrs Trenter!"



Mrs Maree Trenter will retire at the end of Week 6 this term. She started teaching in 1977 and has 37 years of teaching experience. She has worked at numerous schools in North Coast. She has taught English, History, Art and Drama as well as participated in HSC Marking over her many years of teaching. She came to Melville High

School in 2010 and her wry sense of humour and expertise will be missed by staff and students alike.

Germany Excursion: 4 weeks to go!

Miller, Lexi, Kelly, Marion, Kassie and Isabelle are in the final stages of preparation for this trip to Germany. They will stay with a German family for a week, go to school for 2 days (no uniform in Germany!), then travel to Cologne, Nuremburg, Berlin and Frankfurt. All will experience a lot of German language, culture and take in a lot of the significant tourist sights.

We are in the last two weeks before our Raffle Draw (5th September) before Father's Day. Thanks go to the Seabreeze Hotel for donating the major prize of 2 nights' accommodation and a dinner for two, Woolworths for \$100 voucher, the Men's shed for an outdoor 3 person seat, and there are many other prizes, too numerous to mention! Thanks to the donors, and thankyou to all those people who have contributed to our fundraising efforts.

We will be at the Belmore hall markets on Sunday August 31st, face painting, and selling raffle tickets and tie-dye shirts as one of our last fundraisers, supplementing the \$4,000 cost of the trip.

Thanks again from the excited travellers!



Mrs Lee, Lexi, Kelly, Marion, Kassie and Isabelle

Joanne Lee
German Teacher

National Tree Day

Agriculture students and 7L science planted almost 50 native trees to commemorate National Tree Day. Native species such as wattles, bottlebrush, and lilly pilly were carefully selected to further enhance the school environment.



Keeley Yr 10 & Hannah Yr 10

PRINCIPAL'S REPORT

As we approach the latter half of Term 3, the planning and organisation cycle within the school is moving rapidly. Students in Years 10 and 8 are currently selecting elective subjects for 2015 and calculations of student numbers have been forwarded to the Department of Education to confirm the staffing so that timetabling can commence.

Part of the key planning at this time also involves a review of our current day structures and bell times. Parents and students will be consulted on their thoughts on the current structure and some proposals to improve this for next year. Please keep an eye on meeting dates and if you are unable to attend, responses will be most welcome through any format.

A further part of preparation for 2015 is the development of the next 3 year school management plan. This is the key document which guides everything we do in the school. It allocates the priorities and funding sources for them.

To set the plan up for the next three years we are looking to establish 3 key strategic directions. These will be the highest priority items that the whole school community would like to see at Melville High. Therefore we will be asking everyone – students, Parents and Staff, to nominate the 3 main educational priorities they would like to see as a focus over this time. Another way of looking at this is, What do you want Melville High to look like in five years from now? The key strategies will be the representation of the dreams and aspirations of the whole school community towards the students' finishing school in 2020. Once again everyone will have the opportunity to make their suggestions and all responses will be welcome before the final structure of the plan is published in February 2015.

It was my recent pleasure to present several Service certificates to staff on behalf of the Secretary of the Department of Education and Communities, Dr Michele Bruniges. In her letter accompanying the certificates Dr Bruniges wrote "This is an opportunity to thank staff for their dedication to the work we do to support students and communities". The recipients were recognised for 20 and 30 years of service they were Ms L Gear, Mr M Smith, Ms B Neilson, Mr A Lavers and Mr D Thomas. This week we also celebrate the wonderful career of Ms Maree Trenter who is retiring from the Teaching service. We wish Maree all the best for her

retirement and thank her for her dedication and service to the students she has taught and supervised during her time as a teacher.

In a few weeks we will celebrate SASS recognition week for 2014. SASS stands for School Administration and Support Staff and includes all those who work in the roles supporting teachers and education across the school including the front office staff, General assistant, Home Science and Science assistants, the Farm assistant to the Aboriginal Education Officers and the many School learning and support officers who directly assist students in classes. We will take a moment to thank these staff for their efforts within the school to also help us to the high educational outcomes we are achieving.

Once again a reminder that everyone is welcome to participate in the P & C. Meetings which are held in the Library on the Second Monday of the Month at 6.30pm (next meeting is Week 9, on 8th September).

Regards

Mr Jeff Hollingsworth
Principal

"Our Place" is back on track!

Many of you will remember the community consultations that were undertaken back in 2012 that resulted in the report "One Community One Mob" outlining an Urban and Social Plan for South Kempsey. Then in 2013 an announcement that one element of the plan had been funded by the Federal Government was well received. There was a real excitement about the Our Place project to create a community parkland on the Crown Land between Queen and Vernon Streets coming to fruition from those original community consultations.

Unfortunately, soon after the announcement of the funding, the Federal Election was called and as happens in those circumstances, everything in process is frozen until the election outcome is known and the new parliament is sworn in. It took a while for the new government to pick up the project after the election and agree to honour the funding allocation from the previous government. We now have the funding contract signed and a guarantee that Our Place is now back on track.

Mid Coast Communities is the fund holder and has project management responsibility. A community reference group has been convened by Mid Coast Communities to assist in disseminating information to and from the community. So look out for information on how the project is progressing and the opportunities that will come up from time to time to lend a hand in creating the Our Place project. Principals at the primary and secondary schools in South Kempsey are on the Community Reference Group and will keep the school communities updated via the school newsletter. We hope you will also see progress in the park starting later in the year and be able to watch the development as it happens.

Heather Woodrow
Project Office

Musical Melville!

The Music department has been very busy this term, providing a range of opportunities to showcase the wonderful talent of our students at Melville.

Week 3 saw the Macleay Educational Community of Schools Music Festival, where over 400 students from K-12 public schools performed in the massed choir. Many band and solo items were presented, celebrating NSW Public Schools Education Week 2014.

Students Dylan (Year 9) and Sophie (Year 8) provided expert sound and lighting, with Zac (Year 8) operating the spotlight. Year 11 students Thomas and Kristina compered the show with eloquence and style.

Highlights of the night included a very polished performance of the concert guitar piece "Leyenda" by Michael (Year 12) and Year 10 student Megan's beautiful vocal solo "Caro mio ben".

The high energy AC/DC bracket of 'Highway to Hell' and 'Thunderstruck' performed by Angus, Mason and Kyle on guitar and Megan on lead vocals had the K-6 students very excited about the great opportunities for music performance in high school. Special thanks to the Melville Choir who always present a polished performance, and to Craig Singleman and his backstage crew. Thank you also to the many students, parents and teachers who give so much time and energy to make Melville High School such a wonderful music community.



Willow and Angus performing at the Macleay Educational Community of Schools Music Festival



Willow



Megan

Sculpture in the Gaol

Over 900 visitors enjoyed the fantastic music Melville High students provided for the Sculpture in the Gaol exhibition on Sunday 10th August. The students began the set up at 9.30am; preparing the stage and setting up the PA and band equipment for the performances that began at 10.30am. Acts were introduced by Wil (Year 9) and Ariel (Year 10). Cloe and Megan (both Year 10) performed many beautiful duets, drawing a large crowd of listeners sitting on the grassed area and in the food tents. Kyle (Year 12) and his rock crew including Angus (Year 8), Mason (Year 7) and Marion (Year 10) had the Gaol jumpin' with some heavy metal and AC/DC. Willow (Year 8) and Angus entertained us with some pop ballads. Special thanks to John Gibson and Darren Ferguson for assisting with the transfer of sound equipment to and from the Gaol and to Kate Floyd and Stacey for providing assistance with craft and face painting. Thankyou to Heritage Guest House for their Donation towards NSW Schools Spectacular.



Megan performing with the band at Sculpture in the Gaol



Mrs Julie Olzomer receiving a Certificate of Appreciation on behalf of Melville High School for supplying Music at Sculpture in the Gaol



Year 8 English Comes Alive with Drama

This year at Melville High School, holistic drama lessons with links to the outcomes of the New English Curriculum, have been integrated into the Year 8 English Program. The aim of these lessons is to build students' confidence, reinforce positive behaviour for learning and develop vital skills such as public speaking to enable success in both the school and workplace environment.

Students in each Year 8 English class have been participating in two periods of Drama-focussed activities per fortnight. They are currently participating in the "Speed Scripts Challenge" where all students take on the roles of script writer, director and performer. Students have to write their dialogue, learn their lines, block their scene (which involves them in making decisions about setting and movement) and finally perform their mini scripts. They have only 15 minutes to complete the "Speed Scripts Challenge". The majority of Year 8 students have excelled at this challenge.

Miss Wilson is looking forward to working with the students in the next Drama-English Challenge!

How Parents Can Encourage Teenagers to Read

You know that reading is important and you want to make sure that your teenager grows into adulthood with all the skills he or she needs to succeed. The following list offers suggestions for encouraging your teens to read.

1. **Set an example.** Let your kids see you reading for pleasure.
2. **Have a variety of reading materials available at home.** Leave books, magazines, and newspapers around. Check to see what disappears for a clue to what interests your teenager.
3. **Give teens an opportunity to choose their own books.** When you and your child are out together, browse in a bookstore or library. Go your separate ways and make your own selections. A bookstore gift certificate is a nice way of saying, "You choose".
4. **Build on your teen's interests.** Look for books and articles that feature their favourite sports teams, musicians, hobbies, or TV shows.
5. **View pleasure reading as a value in itself.** Almost anything your kids read — including the Sunday comics — helps build reading skills.
6. **Read some books written for teens.** Young adult novels can give you valuable insights into the concerns and pressures felt by teenagers. You may find that these books provide a neutral ground on which to talk about sensitive subjects.
7. **Make reading aloud a natural part of family life.** Share an article you clipped from the paper, a poem, a letter, or a website — without turning it into a lesson.
8. **Acknowledge your teen's mature interests.** Look for ways to acknowledge the emerging adult in your teens by suggesting some adult reading you think they can handle.
9. **Keep the big picture in mind.** For all sorts of reasons, some teenagers go through periods without showing much interest in reading. Don't panic! Time, and a few of these suggestions may help rekindle their interest.

How can I encourage my child to write?

Read your child's writing or have him or her read the writing to you and comment on the positive aspects, for example, "I really like the way you've described this."

Praise your child for having a go at writing words that are new and explain how to spell words which are causing difficulty.

Talk to your child about why an author or film maker might create a book, play or film in a particular way. What points of view are presented? What is the author's purpose?

Read and talk about the writing that your child brings home from school.

Praise your child for using neat and legible handwriting.

In order to develop spelling and vocabulary, play word games such as *I Spy*, *Scrabble*, *Boggle*, *Scattergories* and crosswords.

Further Parent Materials to support student literacy are available at

<http://www.curriculumsupport.education.nsw.gov.au/literacy/parents/index.htm>

Improving student comprehension

When reading texts it is important to ensure that your child comprehends what they read. At Melville High School students are taught to use the Super Six Comprehension strategies to help develop their comprehension skills. Parents can also make use of these strategies when reading/viewing texts with their child at home.

1. Making Connections

Learners make personal connections from the text with something in their own life, or another text or something occurring in the world.

2. Predicting

Learners use information from graphics, text and experiences to anticipate what will be read/viewed/heard and to actively adjust comprehension while reading/viewing/listening.

3. Questioning

Learners pose and answer questions that clarify meaning and promote deeper understanding of the text. Questions can be generated by the learner, a peer or the parent/teacher.

4. Monitoring

Learners stop and think about the text and know what to do when meaning is disrupted.

Learners create a mental image from a text read/viewed/heard. Visualising brings the text to life, engages the imagination and uses all of the senses.

Learners identify and accumulate the most important ideas and restate them in their own words.

The Board of Studies has reviewed the HSC English Course. Students commencing the HSC in Term 4 this year will be the first to study a new concept for the Area of Study - Discovery. Currently HSC students are studying the concept of Belonging and before that the concept studied was The Journey. The list of texts has also been reviewed with some old texts being “retired” from the course and new texts being added to the list of texts to be studied.

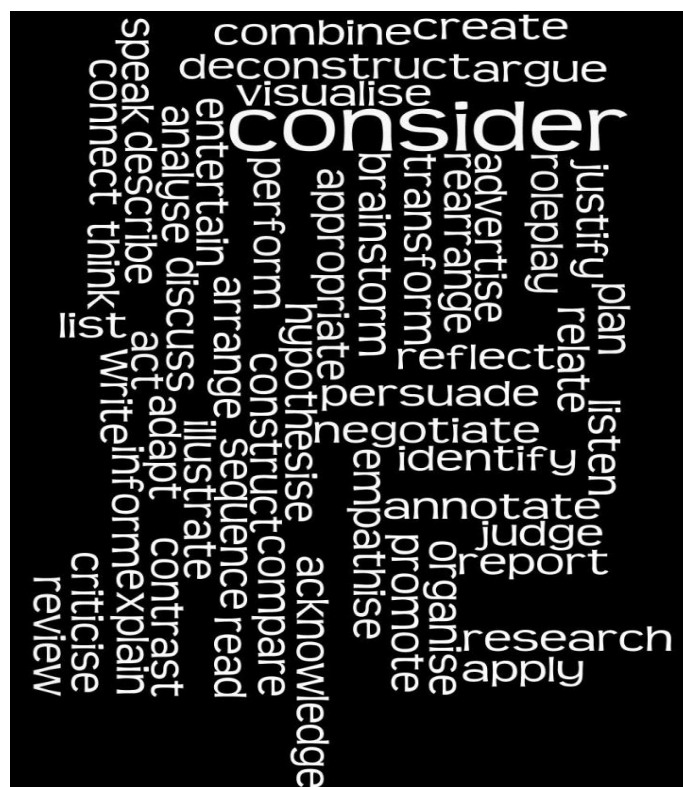
Mrs Brennan and Mrs Lisa Neilson have been busy preparing a Powerpoint Presentation and a Teaching Material Booklet for use when students commence the course in Term 4.

Examinations for all Preliminary Courses will commence in Week 9 this term. English students will be examined on two modules. In the Standard Course students will be assessed on Unit 1 – The Study of Life and Literature and Unit 2 – Social Issues in Texts. In the Advanced Course students will be assessed on Unit 1 – Intertextuality and Unit 2– Shakespeare/Speeches.

Students should start preparing now for the exams by thoroughly revising the texts studied, reviewing their notes and practising writing extended responses. Good attendance is vital at this important time. Students need to be aware of the key ideas and issues conveyed in the texts studied and how the composers of their texts have conveyed these ideas to responders. This will require students to be familiar with important quotes and examples from the texts as well as the language, dramatic and film techniques used by the composers of each text. Teachers are happy to provide students with feedback and advice. In the examinations students may be asked to write their extended responses to the texts studied in a variety of forms such as essay, letter, speech, interview, feature article, report, review, etc.

The Preliminary Course in English is an important opportunity for students to develop the foundational skills and understandings necessary for the HSC Course which will commence at the start of Term 4 this year.

In English students learn to



Daniel going through his paces on the Quad Bike


Statistics show that Quads have replaced tractors as the major cause of rural fatalities.

The school includes the proficiency 'Operate Quads' in its senior Primary Industry course in order to better equip our students for entry into the workforce.

The quads and instruction is supplied by Laurie Gallagher from Taree TAFE who complemented all our students on their genuine effort and respect.

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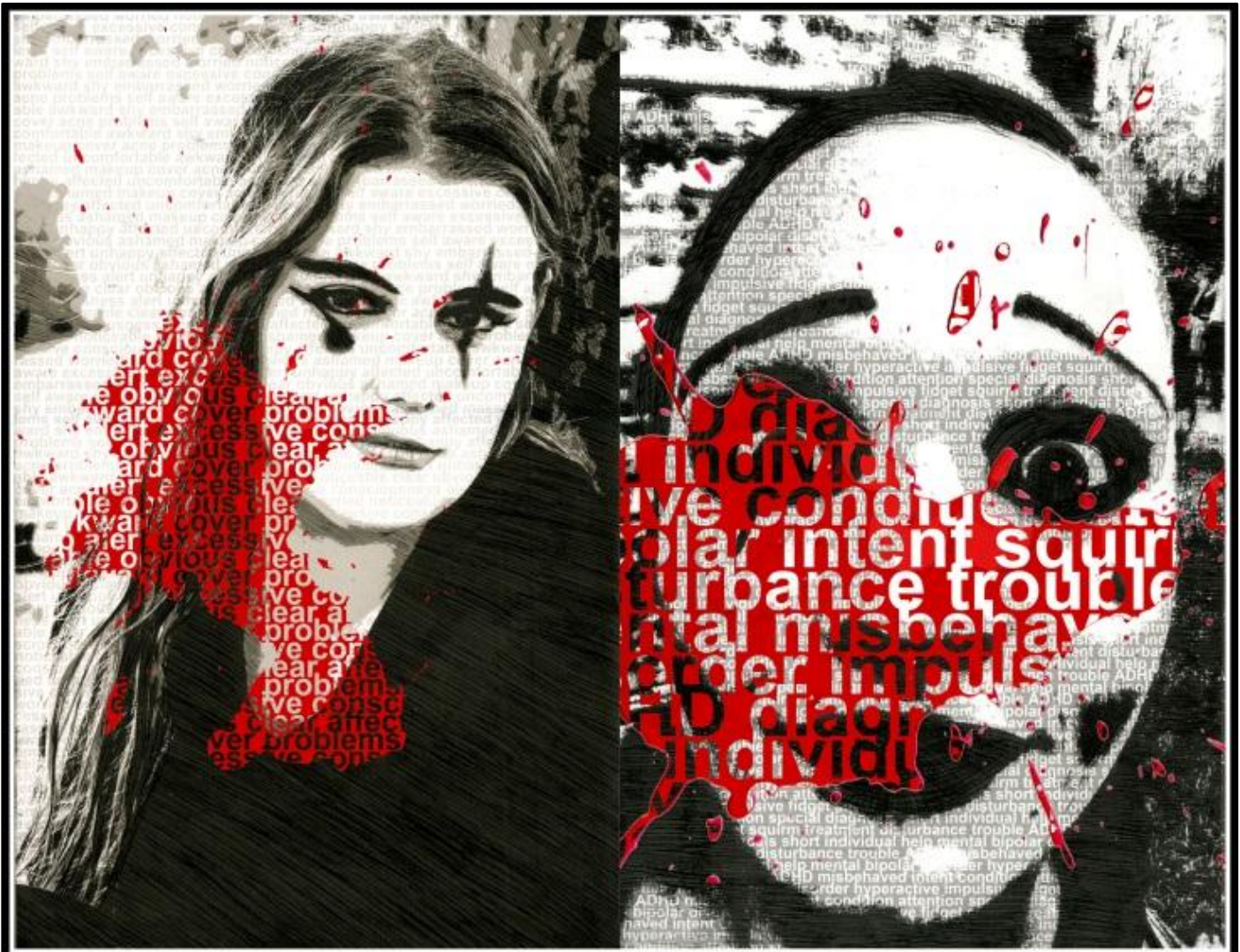
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MELVILLE HIGH SCHOOL YEAR 12 CREATIVE ARTS SHOWCASE

6.30 PM Wednesday August 27th, 2014. Melville High School Hall.
Entry by gold coin donation.

Come along to our annual showcase of the best HSC
Music performances and Visual Arts works.
Also on display will be projects by our talented
Industrial Technology students.
Come along for an entertaining night.