

Melville Matters



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Term 3 – Issue 9

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Term 3

Week 3

Mon 27 July – Fri 1 Aug	Education Week
Mon 27 July	MECS Music Festival- School Hall
Fri 31 July	Yr 7 Aboriginal Studies Excursion

Week 4

Thurs 3 Aug -12 Aug	Trial HSC
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PRINCIPAL'S REPORT

Welcome to the first newsletter of Term 3, and Semester 2. As we move into Week 3 of the term, many great things continue to take place within Melville High. Firstly, I congratulate and thank Mrs Staunton for the outstanding job she has done as relieving Principal in my absence, and also acknowledge a job well done by Ms Richmond as relieving Deputy Principal. It is great to come back and see all the good things which have taken place. The Debutante ball was an outstanding example of Team work for the benefit of the students, as was the highly successful Dance festival and I am sure the Macleay Valley Music festival will also be of the highest standard and provide a wonderful opportunity to showcase the talent of students from the Public Education system in this valley.

After many delays some of the best news this term has been the return of the students and staff to the Support Unit rooms after work was completed on the replacement buildings. I was delighted to hear the squeals of excitement as the students entered their "old" rooms for the first time. It has been a challenging experience for everyone and again I thank all of the dedicated staff and acknowledge the support from the community to ensure the needs of these students are fully met.

At the end of Term 2, the semester 1 reports were issued to students and they were asked to spend a few minutes reading them and filling in some reflection questions and setting goals for improving any areas of weakness. This process, along with the Parent Teacher meetings held on 23rd July, help to ensure that the reports are seen as feedback on progress towards greater goals, and should be used as a document which can provide information on strengths and weaknesses and assist understanding.

It was very pleasing to see a large contingent of students receive certificates and acknowledgement for their involvement in the Rural Fire Service Cadet Program during Term 2. We thank the Rural Fire Service Commissioner and local units for allowing the students the opportunity to experience this training.

This term will be spent on planning and preparation of classes for the beginning of 2016. Year 10 has been through the process of senior subject selections and Year 8 will soon be able to choose electives for Year 9. This will guide and inform our staffing decisions about classes for next year. The Department of Education requires us to estimate our student numbers by next week, for 2016. We need to be as accurate as possible to prevent class changes and a new timetable. It is important that anyone considering sending their child to Melville High in 2016 must make contact with the office NOW, so that we can prepare for their arrival. This includes prospective Year 7 students who have not already returned an enrolment form.

At the other end of the spectrum, HSC students are reaching the final stages of their courses and will be sitting the Trial HSC exams over the next few weeks. Preparation and study is most important and the conflicting demands for time

must be managed. All students are able to seek assistance from any staff and parents are also encouraged to contact teachers if they have a concern which can be corrected.

Best wishes for a productive term 3.

Jeff Hollingsworth

QUOTES FROM STUDENTS PARTICIPATING IN QUICKSMART LITERACY



Hunter: My favourite part of Quicksmart Literacy is it makes me feel more confident.

Brooke: I believe Quicksmart Literacy is a good idea because it helps me in my classes. I use the 3H strategy (hear, hidden, head) and High Five strategy in my classes (Heading, Introduction, Main, Evidence and Conclusion). If I am stuck on a question my tutor will help me. Quicksmart Literacy is awesome as well.

Brianna: In Quicksmart Literacy I have learnt things that I can take back to classes like researching subjects for projects. I have also learnt how to answer questions using the 3H strategy. I use the High Five strategy to write stories and letters.

Mesharlie: Quicksmart Literacy is awesome. I have learnt a lot of things and it has helped me in all my classes. I find it really good being taught by my tutor.

Zac: I have improved my reading and writing.

Tiana: I like Quicksmart Literacy because it helps me understand more words that I'm reading and spelling and helps me in the classroom.

Varen: I really like Quicksmart Literacy because I think it really helps me improve my writing, literacy and spelling.

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>

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.

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.

5. Visualising

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.

6. Summarising

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

Yvonne Emmelhainz

Head Teacher Teaching & Learning

Goori Boys Band

Our first Goori Boys Band called 'Still Thinking' began in March this year and is growing in both talent and popularity.

Working with Amos Morris, the band members, Jarrah (bass guitar), Michael (drums), Blair (lead guitar), Terry (vocals) and Richard (keyboard), have been developing individual musical skills and learning what it takes to make a successful group.

Last term the boys had their first public performance at Melville's NAIDOC day celebrations and backed up to perform at South Kempsey Primary's NAIDOC event where a number of schools and public figures were in attendance. Both performances were really well received and have inspired the boys to work hard on their next few songs, including their first original. Look out for them; they will be performing again soon.



'Still Thinking' band members: (Yr8) Jarrah, Michael, Blair, Terry and (Yr7) Richard.

American Student Visitors

Melville High School played host to two groups of American Student Visitors this year.

The first group arrived on Tuesday, June 23 and stayed for 2 nights. The second group arrived on Monday July 13 and also stayed for 2 nights. The majority of visitors were billeted by Melville High School families and some by Macleay Valley families.

BBQ social evenings were planned for the groups when they arrived and on the second day a tour around the valley was organised for the visitors and their host students.

Everyone had a fabulous time and it was a great way to meet students from overseas and, for both locals and visitors, to learn about each other's cultures.

Many thanks go to Mrs Evelyn Jacobs for her organisation of these visits.



American visitors pictured at Crescent Head.

HISTORY

On the 28th of May, two Year 10 History classes had a day at the Trial Bay Gaol, accompanied by teachers, Ms Simpson and Mr Johnson. This excursion was about completing a site study and investigation of a local site and understanding the history and what role it played for Australia in WWI.

The two classes were split up; one group walked the trail up to the monument to the German civilian inmates who were interned and died at Trial Bay. The other group studied the gaol ruins and cells which were located inside, also reading the information in the different sections of the site. They learnt about what discipline they got if the Germans were misbehaving, and what they were fed and how they lived inside the gaol cells. Year 10 also gained knowledge on what the prisoners did while imprisoned at Trail Bay. This information was used to complete worksheets at the sites. Year 10 were very happy when lunch came so they could grab a quick feed, since all that walking

made everyone hungry before heading back to school.

Helen Simpson
History Teacher



Inmates... er... students checking out one of the Gaol Cells L-R: from top to bottom – Emily, Brendan, Emma, Toby and Ethan



Check out School A to Z - practical help for parents on homework, child wellbeing and technology use.

Does your child need help with assignments or homework? This is a place to start. It is the DEC's School A-Z website. You can find it by searching School A to Z or going to the following address.

<http://www.schoolatoz.nsw.edu.au/homework-and-study/other-subjects-and-assignments>

SUPPORT UNIT

The time had finally arrived for the Support Unit to return to its original premises within the school. With an air of excitement the move began and within a couple of days staff were set up and ready for the return of students for term 3.

The students have adapted and settled very well to our refurbished buildings and play area like they have "returned home" to familiar surroundings. Both staff and students are looking forward to continuing with what the term will bring and getting on with school life and enjoying our surroundings.

Leanne Weatherhead
Head Teacher Support



Donica & Zoe Year 9



Jake Yr8, Emily, Yr 12, Michael Yr 11 and Tylen Yr 11



Support Staff happily settling in!



Thomas Yr 8