

# Melville Matters



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Term 3 – Issue 10

Friday, 7 August 2015

## Term 3

### Week 5

Mon 10 Aug	Shave for a Cure P & C Meeting 5.30pm In the Library
Thurs 13 Aug	PISA Testing

### Week 7

Mon 24 Aug to 28 Aug	Yr 12 PLP Interviews
Thurs 27 Aug	PISA Testing

## **LOST PROPERTY**

A reminder to families regarding the labelling of uniforms and school equipment. Over the last few months a large number of school clothing items have been handed into Lost Property.

Unfortunately the items of clothing have no labelling on them for us to return them to their owners and as a result we have recycled these items into our second hand clothing pool.

At this stage we have a number of items that were left at the School Dance Festival in June. The items include: 2 pair of Ugg boots, 1 pair black jazz shoes, 1 pair of canvas sneakers, hair brush and a pink ADIDAS jumper.

If your child has lost any items please ask them to check with the Library staff.

## **CAFÉ WUTUMUTU**

The Café at Melville High School has re-emerged from the Hospitality kitchen with a new name and décor. The area outside of the Hospitality kitchen has been paved with Melville colours. A wooden slab has been erected and serves as a bar to drink coffee or enjoy a small snack. The students will be able to serve from the servery window and deliver all menu items out to the al fresco dining area. The senior Hospitality student will develop 'real life' industry skills preparing them for employment in

the years ahead. This opportunity has partly been funded by selling coffee out of the Hospitality kitchen. We will enjoy a grand opening in term 4 but for now the seniors of 2015 will begin their on the job training to provide a refreshing break from the madness of high school at Café Wutumutu. Staff and students are welcome to enjoy a warm beverage during recess on Tuesday and Thursday's.



Keeley, Caitlin and Chelsea preparing coffee at Café Wutumutu.



### Attention: Parents/Carers & Students

The Woolworths Earn & Learn is back for 2015. Don't forget to collect the stickers when you shop at Woolworths and ensure that you put your stickers on the sheet and return to the box located at the Kempsey Store with Melville High School.

## DEPUTY PRINCIPAL'S REPORT

This week sees the start of our Year 12 Trial HSC exams. These are a very important preparation for the HSC exams and they are also sometimes a time when your child will feel stressed. It is important that students take regular breaks from long periods of study and to be supportive of them over this period.

With Education Week last week there were quite a number of displays and examples of the wonderful students with many talents produced throughout the Macleay Valley. Last Monday night the Music Festival was held, this was a great display of team work and wonderful musicians. A night like that takes preparation and lots of hard work from staff and students alike. Some of our students were highlights with their wonderful performances. Jemima, Thomas, Sophie, Willow, Angus, Brittany, Sam, Elliott, Ariel, Alexia, Isaac and the Melville vocal Ensemble.

Also last Thursday Kempsey High School held the Macleay Academic Assembly where a student from each year was recognised for their exemplar efforts in their school subjects.

These recipients were: Year 7- Sheridan, Year 8 – Kate, Year 9 – Sophie, Year 10 – Jayden, Year 11 – Danielle.

We have had Mr Marr working in our Music department whilst Mr Lavers has been on leave. I would like to thank him for his work with the students. He has been a wonderful asset to have in the school.

Over the next two weeks some of our staff and students will be participating in PISA testing. PISA assesses the extent to which students near the end of compulsory education have acquired some of the knowledge and skills that are essential for full participation in society. In all cycles, the domains of reading, mathematical and scientific literacy are covered not only in terms of mastery of the school curriculum, but in terms of important knowledge and skills needed in adult life. PISA assesses how well students are prepared for life-long learning. PISA does not assess how well students have learned a specific curriculum, but rather, their ability to apply understandings in reading, mathematics and science to everyday problems and situations.

PISA assesses broad general skills such as:

- **Analysing texts and tables,**

- **Understanding and reasoning about what writers are saying,**
- **Working out solutions to real-world situations,**
- **Communicating ideas clearly**

A short reminder that all students are expected to be in school uniform, that includes school jumpers. We are proud of our uniform and the school it represents. Please encourage your child to wear it every day. If there is some reason for them not being able to wear it please write a note.

**Reminder:** Sculpture in the Gaol this Sunday at South West Rocks 10.30 – 2.30.

Vicki Staunton  
Deputy Principal

## PISA TESTING

PISA is part of the National Assessment Programme. It is an international programme that provides a wide range of valuable information for education policy and review in Australia and overseas and also enables Australia to consider the performance of our education system compared with others.

Fifty students from Melville High School will participate in this programme over two days - Thursday 13 and Thursday 27 August. It is a computer based assessment of how prepared students are for adult life. It assesses young people's ability to apply their knowledge and skills to real-life problems and situations and focuses on the skills necessary to cultivate life-long learning. It involves around 70 participating countries/economies and is run every three years. All data is confidential and no individual student or school is identified.

Participating students will need to complete an assessment. They will answer some questions in science, mathematics, reading, problem solving and financial literacy as well as some questions about their experiences at home and school.

PISA data will help to identify areas in which Australian students are doing well, and areas in which we need to improve. It is used by Governments, education systems and schools to improve equity in education for all Australian students. It provides a basis for assessment and monitoring of the effectiveness of education systems and allows a comparison of the performance of students from different countries.

Participating students have been given a brochure with information for students and parents to read.

Yvonne Emmelhainz  
Head Teacher, Teaching and Learning

## ENGLISH

### Recounts

#### **The Great Escape**

by Ben Yr 8L

My name is James Fry, pilot for the English Air Force, or at least I was until in late January of 1944 my plane was shot down by the Germans and I was taken to a POW camp called Stalag Luft III. When I arrived I knew something big was in the works, but I had no idea I was about to be involved in the greatest escape attempt in history.

Almost as soon as I got through the gates I was released from the handcuffs that bound me, running on a sudden surge of adrenaline and fear, I pushed down the Hun near me and sprinted through the closing gate and out of the compound, but soon I felt the ground near me being shredded by bullets. The terror I felt from their proximity made me lose my balance and fall. Before I could stand prison guards swarmed around me, and gun barrels pointed at my face. They shouted at me in German. I had no idea what they were saying, so I just put my hands on my head, then they dragged me back into my new home.

Remarkably soon after I was informed by my new cabin mates that an escape was being planned, and that I could play a part in it. I was joyful beyond relief, to finally have real hope of getting home, and I was surprised as well, as I was one of the few new POWs to arrive, but as I was soon told that I was only getting involved because some prisoners who had witnessed my earlier escape attempt had passed it on to the organiser of the escape, Roger Bushell. I became even more shocked, and a bit sceptical, when they told me of their plan. They were building three tunnels, known as 'Tom, Dick and Harry.'

Recently, or so I was told, one of the tunnels planned exits had been built over and one other had been discovered, also quite recently, leaving only one tunnel 'Harry'. My job was to help finish digging the tunnel, as well as the odd things all the POWs contributed to. Barely two months later 'Harry' was finished and the escape night was here.

Over two hundred POWs crammed together in hut 104 on Friday the 24<sup>th</sup> of March, a moonless night. The air was full of fear, desperation and excitement. Unfortunately the fear increased as the tunnel's door, which was hidden in a drain sump, was frozen over, and it took over an hour to force it open without alerting any guards. The tension in the air could be cut with a knife, but it was thinning a bit now that we could get on with escaping. Everyone here was desperate to escape, for their countries and themselves.

The men all started going into the tunnel, and when I got in it seemed darker, scarier and more closed in than ever before. The man using the air pump near the entrance of the horizontal bit of the tunnel nodded at me. I was so nervous it took a while to respond. We started going through the tunnel, the higher-ups first then the people who worked on the tunnel the hardest, then the people who got their place by chance. I was number seventy-eight.

Unfortunately, soon it was discovered by the first man out that the tunnel was short of the woods we had intended to use as cover. Every man in the tunnel and out was horrified. It was past 10pm. Escape seemed impossible. But a system was devised to stay out of sight of sentries and the escape continued, but at a snail's pace. It was passed down the line, through the tunnel and into hut 104 that anyone with a number over a hundred would not be able to escape tonight.

I was secretly, and to my shame, thrilled that I would be able to escape tonight, but then, when the escape couldn't be going any worse, the tunnel shook, as did the lights, the tools and the people in it. An air raid!

The electric lights soon turned off, as they were powered by the same source as the rest of the lights in the camp, which the Germans had turned off so they wouldn't be bombed as much. As the tunnel was plunged into darkness, and the tunnel shook, the POW's in the tunnel started shaking, praying the tunnel didn't collapse on them. The few men who had suffered a bit from claustrophobia earlier in the escape were now barely keeping from screaming. I myself was terrified, ready to turn back and flee, but luckily gas lamps were now being lit and everyone was starting to calm down. I did too, and the escape went on.

Lots of POW's got out during the bombing, but that didn't last too long, and the escape resumed its former pace. I was getting near the end, but it was still taking a long time. What I believe was a while



after midnight some of the tunnel collapsed and I had to crawl forward to help rescue one of the escapees from under the dirt, then help rebuild that section of tunnel.

The man I helped continued on a cart on the small railway in the tunnel, and I waited my turn to proceed. Soon after I finally got to the end of the tunnel, where I was told to wait until a rope hanging down the tunnel's exit got pulled, then I would go. The man who told me this turned and climbed up the tunnel's exit.

I waited tensely for my turn, but almost as soon as the man in front of me exited I heard shouts, then gun shots, and my hopes of escaping came crashing down.

We fled the tunnel and dispersed as much as we could, but eventually they sent someone in from the outside entrance and they found the tunnel entrance in the cabin.

The next day all prisoners were lined up and counted. The prisoner on my right passed down the information that seventy-six men had escaped, an impressive number and every one of us hoped they would make it home, but we were all stuck here. After a few weeks twenty-three prisoners came back, three, we were told were unaccounted for and the rest, fifty men, had been killed. After that everyone ceased doing anything. The spirit and morale had been sucked out of the place. I had only known the men for months but I sorely missed them, like they had been my best friends. No one tried to escape after that and the melancholy caused by those fifty deaths stayed with us until the war ended and we were freed, but I still remember those fifty men and I always will.

### ***The Great Escape***

by Rachel 8L

Hi my name is Alan Birley Bateman. I was transferred to Salag Luft III at the end of 1942 and I spent three years as a prisoner of war in the camp.

Unlike many other POW camps, Stalag Luft III was run with a degree of compassion, with us prisoners allowed to amuse ourselves with the organisation of sports teams, gardening, reading club, debating societies and theatrical clubs. Many productions were put on in the "theatre" to keep the prisoners busy and amused. A "university behind bars" was created, with prisoners allowed to study, as I did for my legal exams, with books and papers sent to me through the Red Cross.

I was placed in hut 104, sharing the same hut as Roger Bushell (the mastermind of the Great Escape) and was a founder member of the North Compound. As well as creating tunnels, us prisoners were involved in many ingenious activities including forging of official documents, the making of civilian clothes, and acquisition and storage of rations for those due to make the escape, and the research and creation of maps, essential for those who make it through the tunnels. Sharing Hut 104, the nerve centre of these operations, I was involved in all aspects of the panning of the Great Escape.

We often offered "the goons" chocolate or cigarettes as a friendly gesture, which had then "brought" the guard who we could bribe for items we needed as accepting gifts from prisoners could land the guard in deep trouble with his superiors.

I took on the role of a "Penguin" in the construction of the tunnels, a role which involved me inserting a bag with drawstrings attached into each trouser leg, filled up with the excavations from the tunnels. I would then casually walk around the compound, gently releasing the drawstring and therefore allowing the contents of the bags to be scuffed into the dirt as I walked. This was important, as the soil colour from the tunnels was different from that in the compound, and would have drawn attention if it had been found.

On the 24<sup>th</sup> of March 1944, the "Great Escape" took place. I was not one of the first to enter the tunnel, as the agreement about who was to go first was made on the likelihood each individual had about his ability to reach England. As I had had a toe amputated, I was not given priority. However, after many, many men had entered the tunnel, my turn came, but as I was descending into the tunnel, the other end of it was discovered, and so I was quickly pulled out, and the entrance hidden again.

Maybe it was just as well, as we later found out that of the seventy six men that got out fifty of them were captured, rounded up and shot on the orders of Hitler, as a deterrent to other would-be escapees. Twenty Three were brought back to the camp and three made it back home.

Many might have found the strain of finding themselves a captive POW enough on its own to cope with, but to study and pass legal exams, to be part of the Great Escape team and to live successfully in reduced circumstances as a prisoner has made the man I am today.

**Letter from former POW**

by Ben

Dear Secretary General,

I am writing this letter in the hopes my pleas will be answered. I hope that the points I make in this letter will reach those who can help us, and if not, may god help us.

During my time at the Changi POW camp I lived in the worst conditions I have lived in in my life. Many of us died from starvation. Our only food supply was rice. There wasn't enough room for us POWs so we were forced into cells already filled with people and barely enough room to sit. Due to these conditions sicknesses like malaria, dysentery and beri-beri were quite common. Many died and their deaths only helped these diseases become more contagious.

Slave labour was forced onto us and this was how we earned our meals. Those who were over worked and could do so no longer were beaten. We couldn't just let them die so we shared our rations. The Japanese had absolutely no mercy or compassion.

Some of us made escape attempts and this lead to the Japanese making a ridiculous proposition. They offered a treaty stating that we wouldn't make any more escape attempts. We of course did not sign and as punishment we were all packed into a compound of merely 150 yards long and 100 yards wide. There were 1,800 of us in this small area and there was no sanitation or hygiene. They treated us like animals.

I plead that the Japanese Generals in charge of the POW camp and others like it are punished severely. They knew no human rights and I do hold a grudge. I'd wring their necks myself if I could but I don't have that pleasure. They tortured and even executed other prisoners right in front of us and treated us like toys they could later dispose of. Very few of us survived but those of us who did plead dearly for their punishment.

I would also like to bring to mind the consideration of all counties signing and agreeing to the Geneva Convention Treaty the way we were treated was unacceptable and I'd like to believe that no one else ever has to. I believe this would benefit us all and put our worries to rest. We all deserve our human rights.

Yours sincerely  
Ben

**8J have been learning about Ballads and in this task they were asked to write their own ballad about an Australian event or icon****Vegemite**

by Luke

There is a spread called Vegemite  
It's made from brewer's yeast.  
It tastes pretty ordinary on its own  
But with toast it's quite a feast.

It's colour is as black as tar  
And its flavour is unique.  
Loved, loathed, looks like liver  
It puts a rose in every cheek.

It was made in 1919  
When marmite supplies fell short  
A way to break down yeast cells  
At Carlton United was sought.

The girls who named the mighty spread  
Were drawn out of a hat.  
Hilda and Laurel Armstrong  
Made 50 pound for that.

From 1928 to 1935  
It was given a new name.  
"Parwill" was a silly choice  
But the taste was still the same.

A rich source of vitamin B  
Used in army rations during WW2.  
Of course so many Aussies couldn't have it wrong  
With 9 out of 10 households using it "true blue".

**UGGS**

by Michael

Uggs are the 70's fashion  
To be honest made in 1974  
The number one boots are my passion  
They protect me from the cold floor

Bogans and surfers love these  
Great to keep the kids warm  
All the mums say "yes please"  
Watch out shop keepers there will be a swarm

The kids will get a sneaky smile  
Dads will have a grin  
They will be around for a while  
After all they are made out of animal's skin

Don't pour water into the jug  
 Just to get nice and cosy  
 All you need to do is get some Uggs  
 They will warm your toesys

They can be as colourful as a rainbow  
 The Uggies have a lot of grip  
 The prices are extremely low  
 Don't forget to give a tip

**Phil Hughes**

by Max

On the 30<sup>th</sup> of November, 1988  
 Born inside Macksville, NSW the Aussie state  
 The same day don Bradman scored 187  
 1946 to that day was born a great profession.

The opening batsman for NSW  
 As hard as they tried they couldn't knock off the  
 bails  
 In his second test match he scored his first pro  
 century  
 We knew we were looking at a new hall of fame  
 entry

The first Australian batsman in ODI history  
 To score in both innings a debut century  
 A young blood at heart and on the pitch  
 His amazing talent would surely make him rich

But then things took a turn for the worst  
 Phil Hughes scoring 63 with a burst  
 In the Sheffield shield match at the SCG  
 We all thought he would score another century  
 But then Seat Abbot came in with a ball  
 We thought he was going to hit another four

It hit him in the neck causing a vertebral artery  
 dissection  
 It was such a tragedy it happened to this cricketing  
 perfection  
 I'm sure he wouldn't want us to cry and pout  
 As he left us for heaven, 63 NOT OUT!



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.new.edu.au/homework-and-study/other-subjects-and-assignments>

## **Sculpture in the Gaol SW Rocks – Trial Bay Gaol Sunday 9<sup>th</sup> August 10:30 to 2:30**

Come and see our talented Melville High  
 students who are providing the musical  
 entertainment for the day.  
 See you there.





### Newsletter Item for Parents and Carers

A banner for the Aspirations Longitudinal Study. It features the study's logo in the top left and the University of Newcastle Australia logo in the top right. The background is a collage of three circular images showing students: a girl smiling, a group of students in a classroom, and a student writing in a notebook. The text is overlaid on the left side of the banner.

**Important Notice - Research in the School**

The school is participating in the Aspirations Study, a research project run by Professor Jenny Gore and her colleagues at the University of Newcastle.

Students in Years 6, 8, 10 and 12 will be completing a survey during class time. If you do not want the data to be given to the researchers, please return a withdrawal form to the school. Withdrawal forms are available from the school office.

For more information or to download a withdrawal form, please visit [www.newcastle.edu.au/aspirations](http://www.newcastle.edu.au/aspirations).

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Do you know a female student in Years 9 or 10 with an aptitude and interest in Maths and Science, who might also be interested in a career in Engineering?

In January 2016, the University of Wollongong will be hosting the Women in Engineering Summit, a week-long camp filled with hands-on activities in Science, Technology, Engineering and Maths (STEM). The program has been developed around theme days related to Medicine and the Human Body; Renewable Energy and the Natural Environment; Sustainability and the Built Environment; Creativity and Design. This STEM camp for girls is a great way for students to be exposed to activities such as coding, testing water quality, soldering, animatronics, star gazing, 3D printing, industry site visits and much more! The camp seeks to build confidence, resilience and success within girls so that they may grow to take on some of the world's greatest challenges. We will create an environment of learning where risk is rewarded, curiosity is encouraged, and creativity is expected. This is an excellent opportunity for girls to see what they can achieve and establish strong supportive networks.

### WHERE AND WHEN

The Women in Engineering Summit will run from Sunday 10 January to Friday 15 January 2016. Summit participants will stay (in small groups) at a UOW student residence with a live-in student leader, a young woman who is a UOW Engineering student or a recent graduate working in the industry.

### COST

The Summit fee\*\* of \$198 covers all meals, accommodation and activities during the Summit. Bookings made before 30 September will be eligible for the early bird fee of \$165.

### HOW TO APPLY

To register and pay online, please visit [eis.uow.edu.au/wie-summit](http://eis.uow.edu.au/wie-summit)

Registrations are open until 31 October 2015, but places are limited so students should get in quick! If you have any questions please contact Mr Eichler at school.





Education

## *Tell Them From Me:* Partners in Learning survey



You're invited to participate in the *Tell Them From Me (TTFM)* Partners in Learning survey designed for parents and carers. This survey complements the TTFM student and teacher surveys, which focus on student engagement, wellbeing and effective teaching practices. All Department of Education schools have the opportunity to participate if they choose.

### **Article I. Why should I participate?**

Parents and carers are an important and valued part of the school community. Schools can use survey feedback to make practical improvements and inform school planning.

### **Article II. What does it involve?**

This online survey takes about 15 minutes to complete. It is anonymous and voluntary.

If you have more than one child at this school, and feel that your children's experiences differ, you can complete the survey more than once.

### **Article III. How can I participate?**

You can access the survey in your own time, between 17 August and 16 October 2015. Follow the link below on your computer or tablet:

We can also offer Parents the opportunity to access the survey using school based computers. Please contact Mr Hollingsworth for more information.

More information on the Partners in Learning survey can be found on the NSW Department of Education's TTFM website: <http://surveys.cese.nsw.gov.au/>



### **The *Tell Them From Me* student feedback survey**

I am delighted that this term, our school, like many other public schools in the state, will participate in a Department of Education initiative: the *Tell Them From Me* student feedback survey. The survey aims to help improve student learning outcomes and measures factors that are known to affect academic achievement and other student outcomes. The focus of the NSW-wide survey is on student wellbeing, engagement and effective teaching practices.

More information about the survey is available at: <http://surveys.cese.nsw.gov.au/information-for-parents>  
The survey is a great opportunity for our students to provide us with valuable and quick feedback on what they think about school life, how engaged they are with school and the different ways that teachers interact with them. Schools in Australia and around the world have used the *Tell Them From Me* survey to help improve how they do things at school.

I want to assure you that the survey is confidential. The survey is conducted online and will typically take less than 30 minutes to complete. It will be administered during school hours between 17 August and 16 October. Participating in the survey is entirely voluntary.

A consent form and FAQs for parents/carers about the survey is being sent home with students. If you do not want your child or children to participate, please return the form to school by [insert date]. Copies of the form and FAQs are available from the website above.

### **The *Partners in Learning* parent feedback survey**

Our school will also be participating in the *Partners in Learning* parent survey, another part of the *Tell Them From Me* suite of surveys (student, teacher and parent surveys) on student engagement. The survey asks parents and carers questions about different factors that are known to impact on student wellbeing and engagement.

Running this survey will help our school understand parents' and carers' perspectives on their child's experience at school. These include: communication between parents/carers and staff, activities and practices at home and parent/carer views on the school's support of learning and behaviour. This valuable feedback will help our school make practical improvements.

The survey is conducted entirely online at home or on public computers. The survey will typically takes 15 minutes or less to complete and is completely confidential. The parent survey will be conducted between 17 August and 16 October. Participating in the survey is entirely voluntary, however, your responses are very much appreciated.

More information about the survey is available at: <http://surveys.cese.nsw.gov.au/information-for-parents>