FROM THE PRINCIPAL

Welcome back to Term 2
One of the key organisational functions of our school this term will involve our current Year 10 and 11 students choosing their new courses for 2015. Yes, 2015! Our senior students have access to an enormous choice leading into the second year of the compressed curriculum, with 11 different courses running this year, not including TVET (Vocational Courses through TAFE) and potentially 17 new courses running next year. With the potential to actually run 28 different courses throughout the senior curriculum, the compressed curriculum is enabling us to offer a broader senior curriculum than schools two to three times our size.

This increase in course offerings is a fantastic result for the students and teachers of Tumbarumba High School, as more and more students are able to access courses they prefer, rather than being forced to undertake undesirable pathways during their senior studies.

To highlight the improved curriculum choice for our students, a similar sized cohort of students in 2010 had access to just 20 courses at Tumbarumba High School, whilst the cohort of students who complete their studies at the end of 2015 will potentially have access to 28 courses, not including the students undertaking TVET courses on Thursdays in Wagga.

It is essential that the facts regarding the compressed curriculum are clearly articulated to our parents and members of the wider community to ensure the wonderful opportunities being afforded our students are celebrated and recognised.

This is a simple and efficient organisational example of thinking outside the square, being brave enough as a community to challenge the status quo, whilst using the experiences and expertise from those who have taken the path less travelled before us, to ensure the students who attend Tumbarumba High School have access to an education equal or superior to, any school in New South Wales – public or private.

Every Student Every School
In 2014, we have volunteered to be part of a formal pilot program aimed at collecting data on the provision of support and adjustments for students with disabilities in our school. This will be mandated in the near future; however there is already legislation that exists that all schools must adhere to when working with students with disabilities. On top of this, we have been identified as a centre of excellence for the way we identify and make adjustments for students with disabilities. Our school has received

COMING EVENTS

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<tr>
<th>Date</th>
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<tr>
<td>7/5</td>
<td>Girls’ cricket – Rosewood</td>
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<td>8/5</td>
<td>Immunisations</td>
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<td>9/5</td>
<td>Zone Athletics – Temora</td>
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<td>12/5</td>
<td>Swan Shield</td>
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<td>13-15/5</td>
<td>NAPLAN</td>
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<td>15/5</td>
<td>Cross Country</td>
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$50,000 to lead other schools across the area to learn from our experiences. This is another significant achievement for our school and recognises the great work being undertaken by our staff.

Legislation
All Australian schools have obligations towards students with disability under the Disability Discrimination Act 1992 (the DDA) and the Disability Standards for Education 2005 (the Standards).

The Disability Discrimination Act 1992
The DDA provides protection against discrimination based on disability. The DDA seeks to eliminate, as far as possible, discrimination against people with disability in a range of areas, including education. The DDA makes it against the law for an education authority to discriminate against a person on the ground of the person's disability.

The Disability Standards for Education 2005
The Standards are subordinate legislation under the DDA. The Standards clarify and elaborate the legal obligations of education providers towards students with disability under the DDA and they set out how education is to be made accessible to students with disability. Under the DDA, it is unlawful to contravene a Standard.

The Standards require that all Australian schools ensure that students with disability are able to access and participate in education on the same basis as students without disability.

Under the Standards, all schools are required to make or provide 'reasonable adjustments' for students where necessary to enable their access and participation.

The Standards also require that reasonable adjustments are provided in consultation with the student and/or their associates; for most students, this means their parents and carers.

The Standards recognise that not all students with disability are alike. Students with disability have specific needs, including the type and level of support they need in order to access and participate in all aspects of education on the same basis as students without disability.

The Standards cover the following areas:

- enrolment
- participation
- curriculum development, accreditation and delivery
- student support services
- elimination of harassment and victimisation.

The Nationally Consistent Collection of Data on School Students with Disability counts all school students who have a disability as defined by the DDA, and it captures information about the levels of adjustment they are being provided with in order to enable their access to and participation in education.

Many of our teachers have undergone professional learning in the area of providing support for students with disabilities, however we will be revisiting this during term two to ensure all our staff have the most current information available to them and they are aware of their responsibilities under this legislation.

Riverina U/15 Australian Football Representative Trials – Narrandera
On Thursday 1 May, Lucas Shore and Alex Crelley travelled across to Narrandera to participate in the Riverina South-West under 15 AFL Trials, along with 64 other boys from an area covering Tumbarumba to Griffith, Wagga to Temora.

The day began with a warm up then straight into a series of games involving three teams of 22 players, making for crowded conditions across the park. The two Tumbarumba boys played to the best of their ability throughout their two games in the morning, from which, just 30 players were to be selected to be members of the possibles and probables teams for a series of games in the afternoon. Lucas was unfortunate to not be chosen to progress to the next stage of selection.
The selectors then had the task of narrowing the 30 players down to the eventual squad of 22. Alex made it into the second stage of selection and was eventually picked in the final squad of 22.

This team will now participate in the NSW Combined Schools Under 15 AFL Carnival in Wagga, later in June. I congratulate both boys for their effort on Thursday and wish Alex Crelley the best of luck with his participation in the upcoming State Carnival.

**Zone Athletics – Temora**
Good luck to all our students participating in the Zone Athletics Carnival to be held in Temora this coming Friday.

**Kids, social media and privacy**
Regardless of your child’s age, the world may already know a lot more about them than you suspect. According to recent research:

- 92% of children under the age of 2 have a digital shadow (- it starts with proud parents posting newborn baby photos on Facebook or Instagram)
- a quarter of Australian children 8 - 12 years old use Facebook, but the minimum age for a user is 13 years.
- more than 20 per cent of tweens publish photos of themselves on Instagram
- young people 14 - 19 have an average of 453 fans, friends or followers on social media.

**Privacy Awareness Week, 4 - 10 May 2014, is a good time to review your family’s privacy settings and discuss online security. You’ll find lots of practical information and resources to share with your kids at www.ipc.nsw.gov.au**

**Printable planners for homework and study**
School A to Z has printable monthly planners which include school holidays and the numbered weeks of each Term (for example Monday 19 May is the start of Week 4, in Term 2). Print one for each child to stick on the fridge or on their noticeboards. It’s a great way to teach them how scheduling their time means they’ll to fit in the fun activities as well as their other commitments and responsibilities. Download May 2014 at http://bit.ly/UbmQz8

**Is your child’s backpack damaging their spine?**
A recent Australian study has shown that approximately 25% of school-aged children suffer from back and/or neck pain at any one time. It’s believed to be due to a combination of factors such as poor posture, everyday load carrying and the use of computers.

The Children’s Hospital at Westmead suggests young people should:

- not carry more than 10% of their body weight
- use a backpack with the straps over both shoulders and a waist strap
- load gear so that the heavier objects are nearer to the spine, with the lighter objects towards the front of the pack
- lift a backpack properly- bend at the knees and lift the pack with both hands


**English refresher from School A to Z on Homonyms**
Homonyms (also known as homographs) are words that are identical in pronunciation and spelling but have different meanings. They can be nouns, adjectives or verbs. The context gives them their meaning.

Ask your child for an example, like this one: I prefer a fine *tip* on my pen.
He gave me a *tip* for the Melbourne Cup.
Don’t *tip* the water on the floor.
You gave the waiter a generous *tip*.


D Crelley, Principal

**NEW CALEDONIA LANGUAGE STUDY TOUR**
The time is fast approaching for our New Caledonia Language Study Tour. In September we will be heading off to discover more about our Melanesian neighbours, whilst also having the opportunity to practise our French. Activities will range from visiting local bakeries and other...
shops to snorkelling over coral reefs, learning how to climb a coconut tree, negotiating in the market and trying foods like a salade tahitienne (raw fish salad), deer sausages for breakfast or freshly baked local croissants (it’s up to you!) amongst others.

The Language Study Tour has received initial approval from the Department and we are set to pay the deposit by the end of week 3, so it is still time to save your place even if you haven’t previously expressed interest.

There will be a meeting for all participants next Monday:

Date: Monday 12 May
Time: 6:30pm
Location: Tumbarumba High School, room 305. The best entrance at that time will be via the external doors in the 300 block.

It is important for all participants to be represented at the meeting. As we will also be going through the official forms, it will be much easier in the long run if a parent/guardian is present. We will also need confirmation that you understand that the deposit will no longer be refundable from 16 May.

I look forward to seeing you there. A bientôt.

Monsieur Laing

STEWART HOUSE DONATION DRIVE 2014

Attached to the Newsletter is a Stewart House Donation Drive 2014 envelope. If you wish to donate, please place donation in envelope and return it to school by Friday 16 May 2014.

JUNIOR ENGLISH NEWS

Students in the 7-8 English classes have finished reading an abridged version of Mary Shelley’s famous novel Frankenstein. This novel has proved very popular with the students despite being written in the 1800s. Over the next two weeks the students will be critically examining other appropriations of Frankenstein – including extracts from film versions made in the 1930s and 1940s and extracts from a graphic novel. The students are also working on a writing task based on character inferences.

Students have been completing sections of past NAPLAN and ELLA tests. Students appear to have performed at a high standard in the reading and language sections.

Students in Year 9-10 English have been completing a new unit of learning based on the concept of Working Lives and this concept’s representation in poetry and song. To date, the students have studied John Foulcher’s “Harry Wood”, Bruce Dawe’s “Enter without so much as knocking…” and Michael Dugan’s “To a Trainee Accountant” The students will be undertaking a series of responding and composing tasks based on the poems mentioned and other poems and song lyrics linked to careers and occupations. The students will also be receiving feedback on their in-class reading-comprehension and composing tasks completed at the end of last term very soon. Data from these tasks will be used by English teachers for literacy continuum plotting and the allocation of ROSA grades.

SENIOR ENGLISH

Year 12 Standard English students are receiving “feedforward” – a.k.a constructive feedback – based on their recent mid-course examinations. The students are being issued with follow-up activities to consolidate their understanding of the requirements of the Area of Study paper. Students have done quite well in the sections based on Wilfred Owen’s war poetry, but there is still room for improvement over the months ahead. The students will finalise the Area of Study in the next week or so – and will then
commence their study of *The Life and Crimes of Harry Lavender*.

An HSC English Study Day is being organised by the Riverina English Teachers’ Association – and this will be held in June. All Standard English students will be expected to attend. Information will be directed to parents over the next two weeks.

**YEAR 9-10 DRAMA**

Towards the end of last term students from the Year 9-10 Drama class along with Miss Grimm, Mr Blenkins and Mr Sowter attended a performance of Arthur Miller’s famous play *Death of a Salesman*. The students enjoyed an excellent production of this play – which focused on the demise of an elderly travelling salesman, Willy Loman. The dramatic techniques and stagecraft utilised by the actors provided the students with many ideas for their own play building in the Stage 5 Drama course. The play was held in the Basement Theatre of the Wagga Wagga Civic Theatre – and the audience was only a few metres away from the action on the stage! The students and teachers are very much looking forward to accessing other theatrical productions in the course of the year.

**DEBATING NEWS**

Tumbarumba High School has entered teams in the 7-8 and 9-10 Premier’s Debating Competition. Miss Grimm will be coaching the Year 7-8 students and Mr Blenkins will be coaching the 9-10 students. It has been wonderful to see so many students interested in debating. A number of students have also expressed a willingness to act as chairperson or timekeeper when Tumbarumba High School hosts debates. Debates will commence after the 2014 NAPLAN tests in Week 3 of this term.

In the first round of debates, Tumbarumba High School’s teams will compete against Albury and Wagga Wagga schools.

**EXPLORING EMPLOYMENT IN 2014**

**Year 10**

**Lizzie Wagner Professional Presentation Seminar**

Thursday 22 May 2014  
All Year 10 students are to be at the Community Church by 8.45am dressed in formal attire. The cost is $30 to be paid to the front office please.

![Lizzie Wagner](Image)

**Charles Sturt University Open Days**

University open days are a wonderful way for Year 12 students to gain insight into what courses are on offer at the university. I strongly suggest that students contemplating going to university attend at least one open day in their field of interest. If interested please get a registration form from Miss Pholi.

- MyDay Information Technology and Computing event on Tuesday 13 May 2014 in Bathurst.

*R Pholi*

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*M Blenkins*
## ASSESSMENT PLANNER

### Stage 4

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<td>IT - Timber</td>
<td>Mr Powell</td>
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