

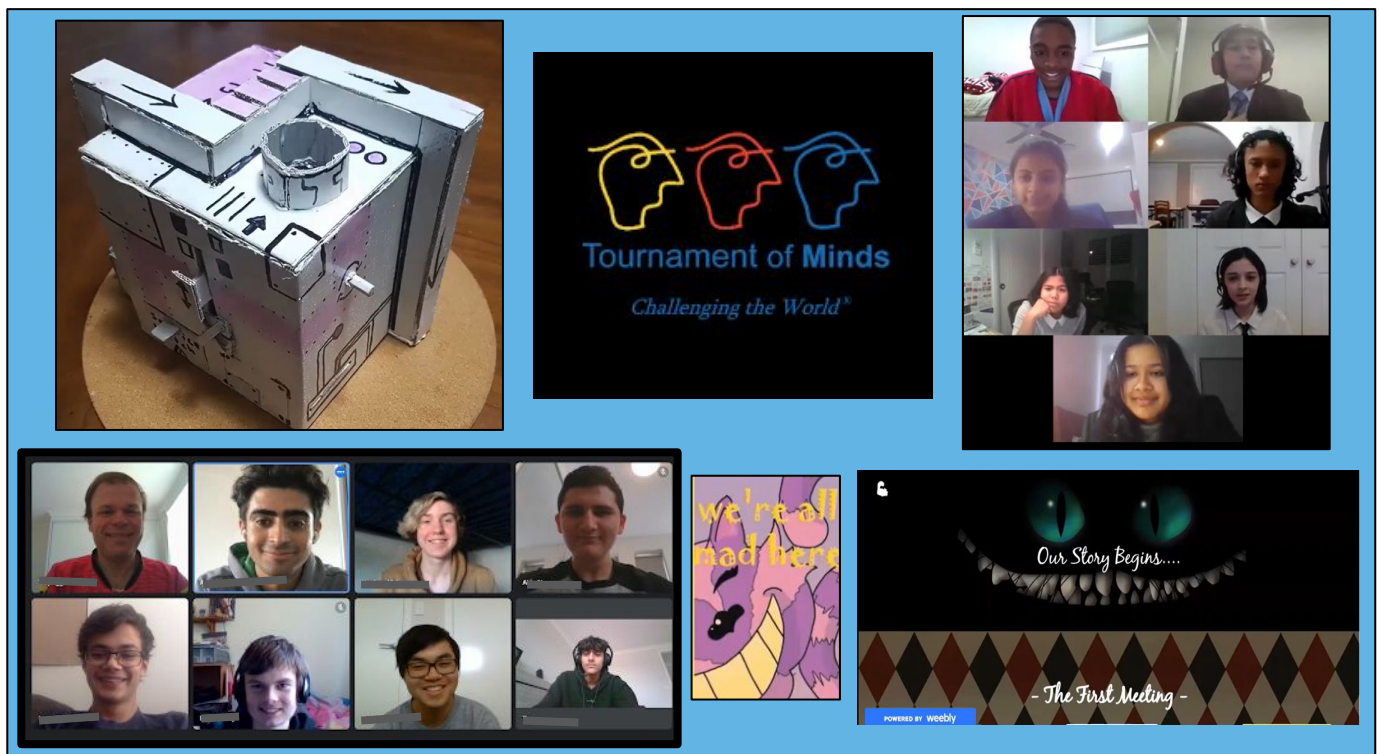
ROUSE HILL HIGH NEWSLETTER



September 2021 / ISSUE 71

Tournament of Minds

Science Faculty



Collage of the team entries

Rouse Hill High School entered two teams into the Tournament of Minds (TOM) Western Sydney finals. This is a problem solving competition that also uses performance skills and creativity. Due to the pandemic, this year's competition was held online. The two teams from our school were from Year 10 and Year 8

Congratulations to the Year 10 team who have won the STEM division! This Year 10 team of Akin A, Ashwin M, Dhruv M, Harrison M, Josh M, Lucas W and Ryan P had to create three devices that could be put on an intergalactic probe so an alien could use them and get a message from Earth (similar to the gold record on the Voyager probe). However, only one of the devices could use sight as the sense to pick up the message, the other two had to use two of the other four senses. As a result of winning, our Year 10 team will now be entering the state finals on September 19. Well done!

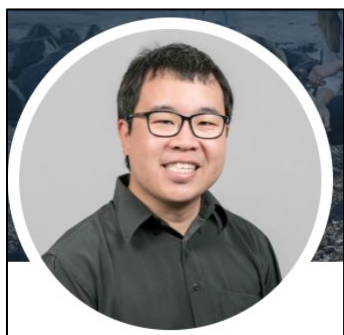
Science Update ... *continued*

G. Kaur

Tournament of Minds Success

Our Year 8 team also did an amazing job, in their Language Literature division. This team made up of Aditi G, Divi P, Eva R, Marley OP, Michael M, Shaikh Bilal S and Zia S had to do a reboot of a classic novel from another character's point of view, and they had to promote it. They chose Alice in Wonderland from the Cheshire Cat's point of view, and their presentation is the meeting between 'executives' about how to promote it. Although they did not win their division, they received great praise from the judges about their creativity.

These are fantastic results. Everybody has gone above and beyond under the current circumstances to produce outstanding presentations and demonstrated a wide range of skills. A special thank you to Mr Troy Eggleston for his support, dedication and encouragement of TOM and guiding the teams this term.



Rouse Hill High School Working with CSIRO

Dr Yi Jin Liew, a Research Scientist based in CSIRO, has volunteered to be part of the STEM Professionals in Schools program that CSIRO runs and will be working with Science teachers at Rouse High School. During this term, Dr Liew has reviewed the Year 8 Group Research Projects, and provided feedback and guidance to students. This is a great opportunity for students to work with a respected and experienced scientist in the field of genetics.

YES - Youth Environmental Society Update

The YES (Youth Environmental Society) student group has been continuing to pursue their passion for the environment and sustainability during the online learning period. They meet 'virtually' every week at Monday lunchtime, discussing topics chosen by members. Each week a different student volunteers a topic that they are interested in, and the group returns the following week with information to support a robust discussion and debate on that theme. Topics this term have included 'Being sustainable during lockdown', 'Conservation of native animals', and 'How viable are electric cars?'

YES always welcomes new members, so please contact Ms Pobjie (alice.pobjie@rh-hs.org) if you wish to get involved.



Careers

K. Henson



Senior Students

These links are here to assist you with your future career pathways:

If you wish to select courses to go to University use this link:

<https://vimeo.com/588089944>

If you wish to go to TAFE access this link:

<https://vimeo.com/594454015>

If you want a job or an apprenticeship / traineeship access this link:

https://jobjump.com.au/helpVideo?video=job_and_approaching_the_employer

If you want to find some work experience or employment access this link:

<https://vimeo.com/547069383>



Careers In Genetics

Genetics is the study of how certain characteristics are passed on from parent to offspring. As a geneticist you will study the heredity of genes and how they cause variations in either plant or animal organisms. The [University of Western Australia](#) website states that a geneticist is a scientist who specializes in heredity, in particular the mechanism of hereditary transmission.

If you are fascinated by science and technology and eager to contribute to the field that will likely have the most influence on 21st century science and medicine, consider studying to become a geneticist. Geneticists can work in medicine, in industry, in research, or in academics. A career in genetics can mean many different jobs, such as genetics counsellors, who specialize in providing information as well as support to families who struggle with genetic disorders. Students with a passion for science, biotechnology, biochemistry, and biology might find this a very interesting career option.

Mathematics Update

C. Stanton

As Term 3 comes to a close, the changes it presented have been challenging for all, but it was also rewarding to see the commitment given by many of our students. Our senior students have successfully completed all of their assessment tasks with many pleasing results across all Mathematics courses. The resilience they have shown in these challenging circumstances has had a lasting effect on their teachers.

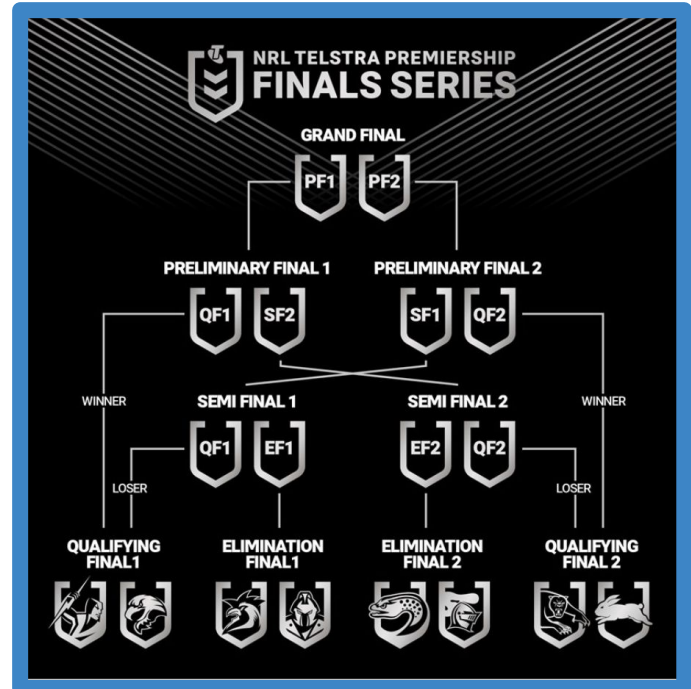
Our Stage 4 and 5 students have also been busy completing their online learning tasks. The Mathematics staff have been using a range of platforms to deliver this learning, such as Google Meets, Screencastify videos, Transum activities, MathsOnline and a large number of other online tools to assist with teaching and learning. Students have been growing in confidence when communicating with their teachers and utilizing these online tools to gain knowledge in their current topics.

Looking forward, seniors now have HSC examinations to prepare for. Years 7-10 will also have their yearly exams coming up in Term 4. More information on how these will run will be provided to students soon.

Now to wrap up the term, most people know the NRL semi finals are starting on 10 September and will continue into the holidays. There are lots of teams that are capable of winning this competition and Maths teachers always find a way to see the numbers in everything.

This diagram shows the different pathways all the teams will take in the finals, depending on if they win or lose. We are keen to see if a student can determine the total number of different outcomes possible, based on the information in the diagram.

Let Mr Stanton know if you believe you have cracked the figure. Good luck.



Cooking In Chinese

K. Wang

Check out some of the Spring Roll creations from our Chinese lessons this term!

During online Chinese lessons we've been learning the names of different regional dishes and the culture associated with Chinese food.

Spring Rolls are from the Cantonese region. We watched a teaching video on how to cook Spring Rolls, but it was all in Chinese! We had to figure out what the ingredients and method were from watching. Luckily we also had an English version of the recipe in our digital work booklet.

Some Year 7 students put the recipe to the test at home. I think they would make good Master Chef contestants, don't you? Well done to Charlotte, Lola, Jacob M, Hayley B, Aaron L, Jaden D and Oscar S !



Building Curiosity, Competence & Critical Thinking in Year 7

D. Williams

Overcoming the digital divide and preparing our students to become active and informed citizens, who are able to navigate the treacherous waters of the sea of information without being lost is a challenging prospect. It's so easy to lose our way. So much misinformation mixing up our sense of what's real and fake, leaving us ever more uncertain.

At the same time, we aim to develop a love of learning and foster the individual passions of our students so that they can not only become equipped with the necessary skills to flourish in a C21st environment, but they can begin to find their passions and develop a lifelong love of learning.

In the Year 7 Transition course, students have spent time this term developing both of these attributes through a program called 'Guided Inquiry Design'. Developed at Rutgers University, the program aims to instil essential skills in information literacy while developing autonomy and understanding of the frustrations that are naturally encountered in a process of research. Google can't always provide the answer after all.

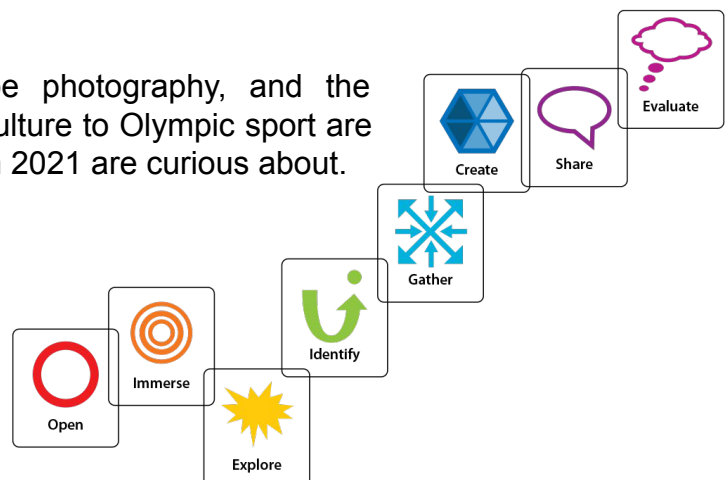
Students are guided through a process of investigation, evaluation, and redirection based on their interests and discoveries. As the student learns more, they are able to refine their focus and pivot their investigation to match their expertise and curiosity.

In this way, a student with an interest in science and dinosaurs might discover the features and characteristics of the 'theropod' category. This student might, as their expertise increases, pivot to a comparative evaluation of apex predators in a food chain.

Another student might combine an interest in art and technology to investigate the changing animation styles in the C20th across Japan and America. Another might choose to delve into the application of financial mathematics in a modern lifestyle. An investigation into the history of Rugby League might lead to an examination of the role of lactic acid in athletic performance.

Forensic science, architecture, landscape photography, and the transformation of skateboarding from subculture to Olympic sport are further examples of what Year 7 students in 2021 are curious about.

With a little encouragement, the occasional push, and a good framework, it's sometimes surprising what is waiting to be discovered.



Term 3 in English

K. Ellis

This term in English has been busy with each grade maintaining their focus and staying connected with teachers and classmates. Below is a summary of the efforts made this term.

In **Year 7** they have been exploring the unit of Page to Stage to Screen. Where they have been experimenting and discovering the joy and intricacies of script writing and film techniques. We can't wait to see them build on this knowledge in the future of their English journey.

Year 8 have been discussing and debating the role of conflict in texts. They have been exploring the different types of conflict and how composers represent realistic conflict in the world. Our Year 8 students have also been challenging themselves with the structure and detail of writing their first English essay.

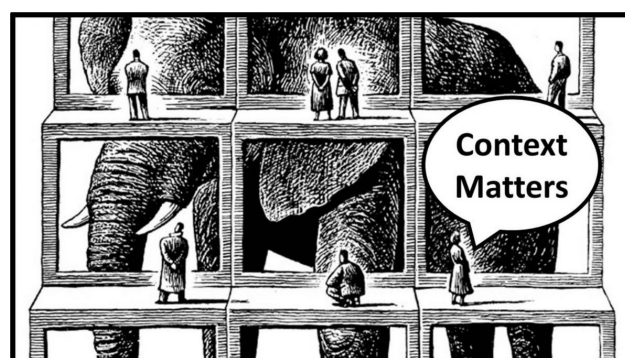


Introduction:

- Thesis statement - *an argument or idea at the core of your essay*
- Introduce your text, director and year of release
- Introduce the type of conflict being explored in your text
- Briefly outline what you will cover in your essay (the arguments you will present).
- Link to the question

Start your essay by telling your audience what you are going to discuss/prove/persuade and establish the foundation for your essay. A good Introduction 'draws the map' for the journey.

Our **Year 9** students have been researching and considering the role of context in helping people to understand and value texts. To do this they have been analysing the way authors have used the context of the time to influence their writing. We are excited to see what conclusions they have drawn from the range of novels that year 9 have been studying.

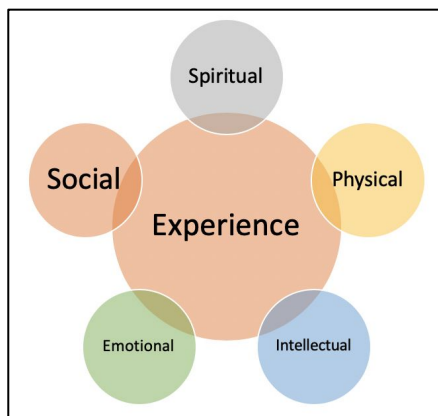


Title of your text	The landlady
Author and text type	Author: Roald Dahl Text type:
Brief notes about context When was your text written? Where was it set? Were there any events happening in the world at the time your text was written? Were there any of these historical issues happening in the text?	<ul style="list-style-type: none"> - 1959 - The story takes place in Bath, England probably in the mid 1900's. - The USA was confirming new states and NASA was launching a lot of things. - I don't think that any of the historical events happening during that time really went into the text.

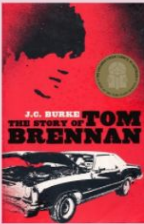
Term 3 in English ... *continued*

K. Ellis

Year 10 have had a busy term closely examining their set novels and the individual experiences that are being presented. They have been discussing the impacts and influences of experience on developing the individual. They have also come to the end of their portfolio assessment where they have been collecting their own pieces of writing from the year and displaying the development of their skills. Year 10 should be proud of their achievements in English and the positive foundation they have laid in preparation for Stage 6.



Study guide questions – Tom Brennan



Chapter 12.

1) What was Tom paranoid about at school? Was his gut feeling right? What had Kylie done?

Everyone would react badly knowing about the family's history just like the people in their old town did. That they would be mad to react badly. Kylie gave a speech to the school talking about the accident.

2021 has been an interesting time for our **Stage 6** classes, with each of the English courses facing challenges and successes. As we turn to look at Term 4, our Stage 6 students begin their consolidation and preparation for the HSC examinations. During this time, we encourage our students to maintain their focus and their communication with their teachers. Plans and study notes are tools that we encourage our Stage 6 students to continue preparing. We also encourage our students to add practise responses to their study plans over the next few weeks. Developing timing skills is just as important as knowing the content.



Term 3 in English ... *continued*

K. Ellis

Our English Standard and English Advanced classes have been working hard on their Craft of Writing Assessments, developing a broad range of writing skills. We are excited to share a sample of their efforts from this term!

When I was eight, I thought the worst thing imaginable was the dryer falling off the wall in my laundry. It thumped and clunked like an old man brightened with too much gin and dampened with too much arthritis and when it finally came crashing down, it signaled a war. Words that sounded sharp were sent careening over my head as arrows that whistled in dog tones. When really, all I heard was; "Damn-it Greg, I told you it needed fixing". Even so, the tone, the glares, the muttering of expletives, were terrifying.

The fear I felt was, obviously, draped in naivety, but our most significant moments are valid even if they aren't inherently positive. Inspiration and success are what most people want to hear, rosy and uplifting, but disappointment can be a harrowing vessel for transformation. Every office calendar preaches "There's no success without failure" until the failure is crippling coke addiction instead of being rejected from a publicist. There are dryers falling off the wall, and then there is the mental fatigue of childhood pop stars being exploited from the ripe old age of 6.

This picture of success is always preceded by failure; Did you know Walt Disney was fired from the Kansas City Star, because, according to his editor, he "lacked imagination"? How inspiring! However his 'failure' was so much more acceptable than Britney Spears being placed under court-approved conservatorship after suffering a psychiatric breakdown in 2008, so his success is that much sweeter. Let's talk about how much that must have shaped their dispositions.

Every interview, resume, and high school English icebreaker, when they ask about a significant time in your life, expects you to respond with the time you got ice cream with your grandparents or when you won your soccer championship on a winning penalty. Something palatable. It's not appealing to hear about that petty argument you had with your best friend in year 6. Or that time you scraped your knee in that one playground, unless it's followed by a kiss and a bandaid. Comfort is priority, so I wouldn't mention the time you couldn't eat or sleep or speak for a week, because you felt a hollow puppet to your own cruel fate. The most important time in your life might be grey-scaled and heavy with disappointment, but I wouldn't tell anybody. That's only romantic when you put it in paint. Write about the times in your life that bruised soft spots like rotted fruit. Then put it to a backing track, because that's the only time they're going to listen.

When I was eight I thought the worst thing imaginable was the dryer falling off the wall.

Nowadays, a dryer sits precariously against my sternum, tapping against my vertebrae like the distracted rhythm of a deaf drummer. I dread the days it turns, rotating like the drop of my stomach in a detached elevator. It plummets down to my basement, the world is dizzy for a while. By the time my vision is cleared, I'm cowering from the sharp pain of shrapnel in my soul. Detonated and deteriorating and the dryer is back up against my sternum.

Heavy with the weight of wet towels and the knowledge that there are much worse things than a dryer falling off the wall.

Composer: Jaimee T (Advanced Student)

Year 7 English

N.Koski

This term, Year 7 English classes have been learning about script writing and film techniques. As part of their online learning, students were asked to explore their home learning environment looking for objects to show their understanding of film techniques.

Students focused on a range of different objects for their pictures ranging from close ups of flowers, extreme long shots of birds flying, low angle shots of people and the point of view of a pen. Below are a few of the fantastic examples from students in 7A and 7K.



Extreme Close Up



Close Up & Contrast



Close Up & Use of Colour



Long Shot & Contrast Lighting

More Six Word Stories

B. Atkins

A six-word story is an entire story told in six words. While these quick stories don't have the classic beginning, middle, and end of a traditional storyline, they have a subject and verb that give the reader a sense of what's happened and a bit of conflict. - Masterclass

In the last edition of the newsletter, Mrs Atkins asked for some more examples of six word stories. Here are some of the responses students have sent in:

“Human meets dog, mates for life.”

“Her face was etched in sorrow.”

“Lockdown; learning from home is hard.”

“Laughing mischievously at things I shouldn't.”

“Reading is my escape right now.”

You can have a go too, send through your own six word story to Mrs Atkins (rebecca.atkins@rh-hs.org) and we can publish them in the next newsletter.



How to Write a Six Word Story!

- **Have a basic story structure.** This short story format should contain conflict - or rather, a teaser of a conflict conveyed with vivid words.
- **Have a small narrative arc.** The key to writing your own six word story is to take an original idea, filter out most of the words, and leave the most informative ones in, to tell a whole story.
- **Entice the reader to fill in the blanks.** In just six little words, you can create a powerful story that evokes emotions. Part of your story will be in what's left unsaid.
- **Choose your words carefully.** Choose words that have purpose and meaning and drive your story forward.
- **Write your own story.** Find inspiration in your own life and write a little memoir. Try thinking of a pivotal moment and boil it down to six words that carefully sum up your experience and convey your emotions.

Steps sourced from [masterclass.com](https://www.masterclass.com)

<https://www.masterclass.com/articles/how-to-write-an-unforgettable-six-word-story#how-to-write-a-sixword-story>

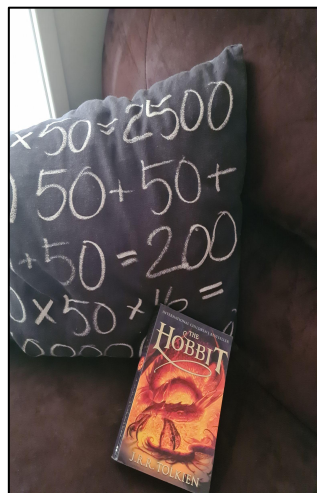
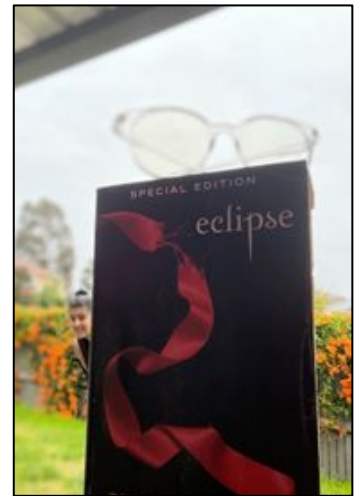
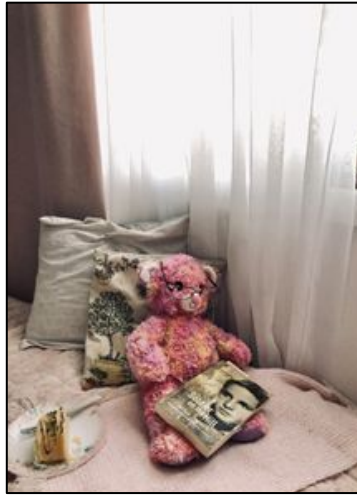
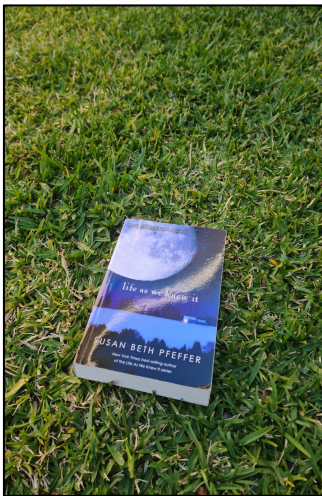
Celebrating Book Week

D. Williams

The theme of escaping to the different worlds offered in books was the focus of Book Week this year. To celebrate, the English faculty promoted a range of activities throughout the week. In classes we discussed our favourite novels, reading spots and showcased our own literary collections. We also engaged in kahoots and writing tasks to celebrate how reading can take us to different worlds.

With that in mind, some of the students shared their favourite reading spots - maybe they will inspire you to find a nice spot to read too.

READING
gives us
SOMEPLACE
to go when
we have to
STAY where
we are



Celebrating Book Week

K. Ellis

Here are some samples of Book Week themed writing completed by Year 9 students.

I look towards the horizon. Rolling dunes of red dust littered with small boulders stretch out as far as I can see. The sky above me is a dusty pink, the colour Earth's sky takes as the sun begins to set. I'm standing on Mars, and I now begin to realise that it was dubbed 'The Red Planet' for good reason. Everything around me is in shades of red and orange, making it look like the world is on fire.

The air has a metallic smell, it burns the back of my throat as I breathe it in. It's chilly. Not as cold as it should be, but still uncomfortable enough. There's no one else here. The world I stand on is deserted. It's also quiet. The only sounds I can hear are the occasional gust of wind, picking up small rocks near my feet and carrying them away. I wrap my arms around myself, trying to ward off the icy breeze. Maybe I should leave soon. But there's one thing left that I want to see.

I turn around and shield my eyes from the sun on instinct. Sunlight on Mars is half as strong as it is on Earth. I realise that this is unnecessary so I drop my hand. Standing on the horizon in front of me, looking down over the land like a king to his subjects is Olympus Mons, the largest mountain in the solar system. It rises 25 kilometres into the air, almost three times higher than Mount Everest. I gaze at it for a little longer. It feels almost close enough to touch. Maybe one day I could actually climb it.

I sigh and slowly take off the VR headset, returning it to its shelf. We'd have to start sending people to Mars first.

By Caitlin B

Sephtis was on another roof. He wasn't complaining, over the last six years he had developed an intimate relationship with roofs, and right now, it was the best place to be.

Crime rates had been steadily rising in the streets of Celantria, and the upper district was patrolled by plenty of private security along with the city guard. They had rendered the rich townhouses almost impossible targets, few thieves tried their luck after Rodney had gotten caught a week prior.

Sephtis peered over the edge of the roof, making sure that the young guard below was oblivious. He was, as Sephtis expected, blankly staring ahead, no doubt thinking more about his next warm beverage than monitoring the peaceful street for a possible threat.

Smiling to himself, lent back over open air, the only thing stopping him from plummeting is his legs, hooking onto the roof while he bent backwards to examine the lock on the window.

It wasn't hard to pick, no one expected someone to try and break in through a second story, street facing window. That's why Sephtis chose it: he loved being the unexpected.

The window clicked open and Sephtis let it swing wide enough so he could grasp the inside of the frame. Gripping the upper lip of the window with his fingers, he let his legs drop from the roof, swinging inside and landing with nothing more than a whisper.

By Sye S





Library & Information Services

D. Williams

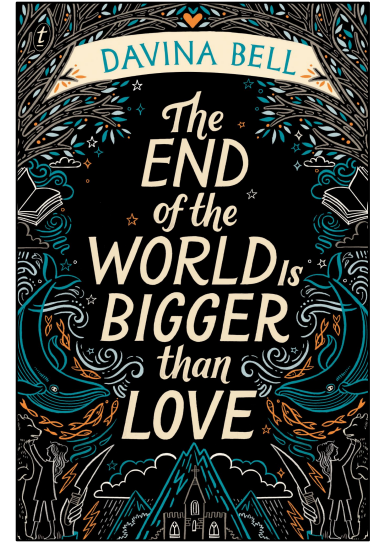
CBCA Book-of-the-Year Winner

For those following with bated breath, this year's winner of the CBCA Prize for Older Readers is Davina Bell's unique and beautiful work of magical realism, *The End of the World is Bigger Than Love*.

Twin sisters, a ruined world, a mysterious stranger, and a talking whale await readers ready to enjoy Australia's best new YA fiction.

Judges described it as a 'masterclass in the unreliable narrator' with 'ethereal imagery' and a 'frightening apocalyptic setting'.

Have you read it yet?

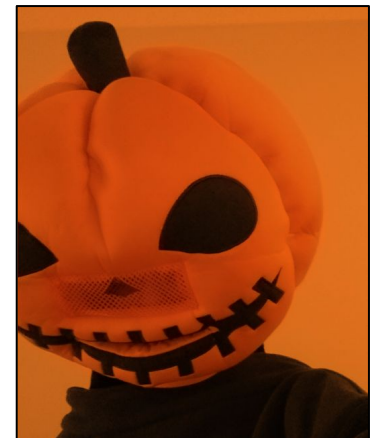


Book Week Celebrations

It's well-known that one of the most beloved abilities of books is their ability to transport us into other worlds. It's fitting then, that in a year of containment and restriction, the theme of the 2021 CBCA Book Week would be 'Old Worlds, New Worlds, Other Worlds'.

A remote celebration, but a vibrant one nonetheless. And while the physical collection of books, mangas and graphic novels is eagerly waiting the return of students, it was excellent to see everyone sharing pictures of their home libraries, or, as it's known on social media - sharing a 'shelfie'.

While Book Week comes to an end, your reading doesn't have to. As grateful as we are for our technology, don't forget to take the time to enter another world, by way of a good book.



One of our students getting into the Book Week spirit by dressing as a character from R.L. Stine's *Goosebumps*!



Tycho, the well-educated canine, keeping up-to-date with all things science



Library & Information Services

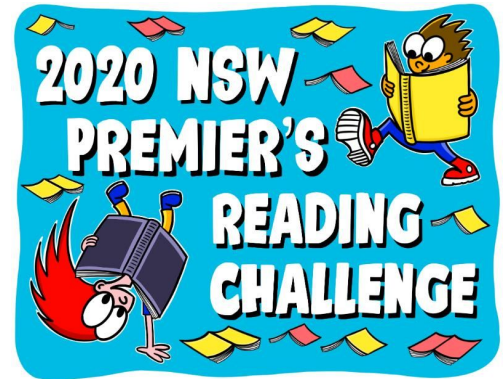
D. Williams

Premier's Reading Challenge

Congratulations to all the students who were able to complete this year's Premier's Reading Challenge.

It's a testament to your discipline and perseverance that you were able to read 20 books when the stresses of the year sometimes made it hard to read a page.

I hope you found unexpected reward in your efforts, whether new knowledge, empathy for an unfamiliar perspective, a temporary escape into an imaginary world, or new horizons to give you hope for the future. Certificates should be made available in Term 4.



Australian Reading Hour

Reading books makes us smarter, happier, and healthier.

New research is continually proving that to be true, giving us more and more reasons why we should find time to pick up a book.

This is the goal of the annual national initiative: Australian Reading Hour. The goal is for every person in Australia, of all ages, to read for one hour. Whether in chunks or in one solid block, encourage your friends and family to join in the fun.

In 2021, Australian Reading Hour happened on Tuesday 14 September. I was reading *Riders in the Chariot* by Patrick White. What did you read?



Ebooks and Audiobooks

Have you read through your home library? More than once? Or maybe you just want a larger variety.

Don't forget that all Rouse Hill students have access to our ePlatform with hundreds of ebooks and audio books.

You can access the platform on any device via the app.



Lose yourself in our new eBook collection

Click to explore for round the clock borrowing

Legacy Junior Public Speaking Competition

S. Kumar

The 2021 Legacy Public Speaking Competition was held virtually. Students from Stage 4 were competing for prizes and were invited to speak on any subject relating to the ideals of voluntary service, social justice, caring, personal effort, personal sacrifice and/or mateship. Rouse Hill High School was represented by Maha (7K) and Omar (8D).

The student body presented a diverse range of speeches; from climate change to poverty. Results for the event will be released in the coming weeks. Congratulations to all of the students who took part in the Legacy Public Speaking Competition.

Our Public Speaking team enjoys such competitions as it is a way for them to voice their opinions, convince and persuade people of anything they believe in, and stand up for those who are unable to.

The adjudicators will make their decision based on the matter, manner and method the contestants employed in presenting their speeches. They expect contestants to be confident and engaging speakers. Successful contestants demonstrate a balance of personal opinion and information, and humour and sincerity, in their speeches.

We look forward to hearing from the adjudicators soon. Once again, congratulations to Maha and Omar for participating in the competition!



Industrial Technology Timber Major Projects

B. Byfield

Stage 6 Industrial Technology students have submitted their Major Projects practical components and portfolios. Unfortunately, not all projects were completed due to the current circumstances with lockdowns, but the students should be proud of their efforts overall. Where possible during remote learning, students took their projects home, attended school for specially organised tutorials and gave their all to completing their projects.

All of the students developed new skills and techniques in designing and demonstrated a variety of widening and joinery techniques during the construction of the product. Most importantly students have enjoyed the journey from an initial idea to a physical product. Congratulations to Stage 6 for your efforts under difficult circumstances during this process.



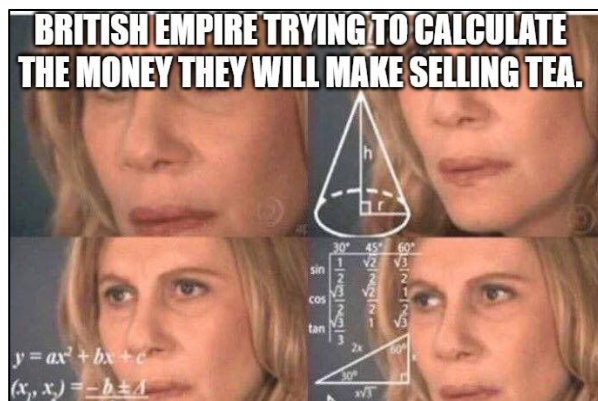
History Week!

C. Johnson Dyson

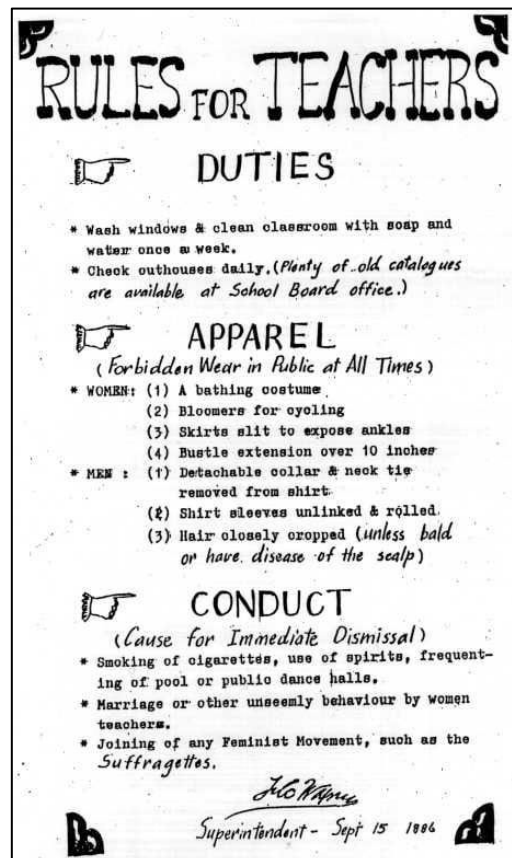
In Week 9, the HSIE faculty celebrated History Week, with a variety of fun activities for both staff and students. We ran a competition for our young historians to show us their creative side through making history inspired memes, and we were so impressed with the entries we received. Once the winners are decided, they can look forward to a prize on our return to school.

For our staff, we used the opportunity for a popular culture flashback, by having every staff member contribute songs from their young adult life. We ended up with a mix of the ages, including songs from the 70s, 80s, 90s and early 2000s. It reminded us all of the power of music to capture a moment in time, and we would encourage everyone to find some time to 'rock out' to some classic hits.

Finally, throughout History Week, we took the opportunity to look back on how our schooling and teaching has changed over the years. We shared sources about the old rules teachers and students used to have to follow and encouraged discussion about what 'online learning' would have looked like in the 1950s. All of this led to many laughs and reflection, as we considered just how far we have come. The HSIE faculty thanks all our students and colleagues for helping us create a wonderful History Week.



History Week meme competition submissions



History Week flashback - how it used to be for teachers

HSIE Year 9 Literacy Online

C. Johnson Dyson

Throughout this year the HSIE faculty has been working on a literacy project with the school's literacy co-ordinator J. Messer. We have aimed to provide our Year 9 students with opportunities to advance their understanding of texts and also provide a way to further develop their skills as they move towards their senior years.

This project has continued with online learning and our new topic of World War One. We are so pleased to have seen ongoing improvements from all our students who are participating in the activities while online.

Our focus on picking key sections of longer texts and sources and summarising the most important ideas has led to our students self-reporting a higher level of confidence in their abilities. We are very proud of all our students who have put in a consistent effort to engage with their learning.

This project will continue throughout the Year 9 course and we are excited to see our students continue to progress.

Finished summary:

Melanie Oppenheimer recalls a **written text**, recounted by **a Nurse** during World War 1 who was **treating injured and sick soldiers**. She specifically describes the **gory sights of the wounded soldiers on the first day of battle**. Due to their being a mass of wounded soldiers, **the Nurses' worth ethics are mentioned**: *"..we went for the worst cases first.."* and *"..we got to bed between 2 & 3 am."* **Historians who are studying the experiences of Australian soldiers during WW1 would benefit from this primary source.**

Finished summary:

The account by **Melanie Oppenheimer** describes **the conditions of the war and how wounded soldiers had to be treated**. She specifically talks about how there were so many wounded that she had to treat the worst ones first. She also highlights how late she had to work because there were so many people who needed to be healed. **Historians would use this source to examine the experiences of the Australian soldiers because the text describes the wounds that they were inflicted with and the ways that they had to be treated.**

Sport Coaching Practical Workshops

J.Cutting

This term, a small group of Stage 6 Sport Coaching students have participated in a variety of practical assessment workshops in order to achieve their Certificate III in Sport Coaching. The students have been working hard in creating coaching sessions aimed at participants of an intermediate level.

Due to the current climate, these assessment opportunities were not available. However, this group of resilient students were able to adapt their sessions to develop their skills by coaching peers, whilst also following NSW Health & Department of Education Guidelines.

We would like to congratulate all students involved for their commitment to the course and for their maturity delivering these sessions in difficult circumstances.



Note: Photos used are from Term 1 coaching sessions

Wellbeing at RHHS

E. Ates and Wellbeing Team

Wellbeing is an important aspect of school life, but even more so during lockdown. We have missed our students this term, but are grateful for all the wellbeing initiatives we were able to promote while at home. Following is a summary of our wellbeing activities for each grade during Term 3.

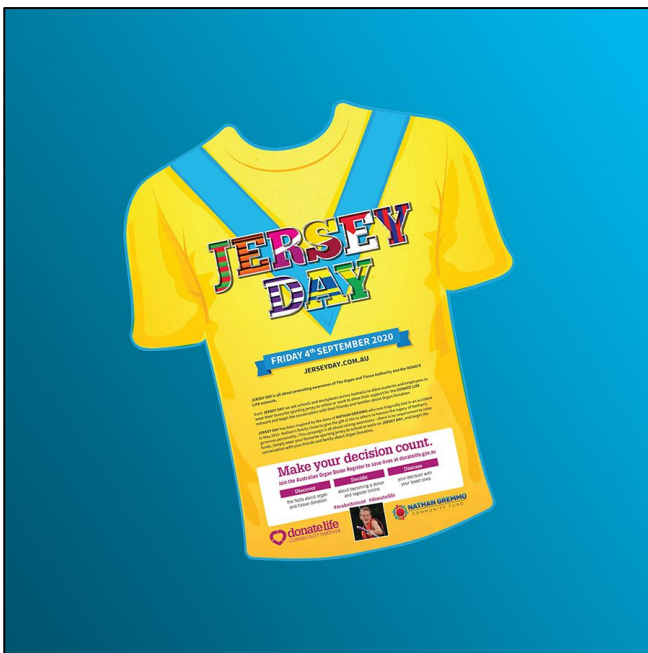
Year 7 - Mr D. Gatehouse & Ms O. Boyd-Skinner

Exploring positive mindsets and emotions during such uncertain times was a big ask for our Year 7 students. However, they rose to the challenge and have been actively participating in online activities and collaborative group tasks in their Discovery and Focus lessons this term. As Year Coordinators we have been inspired by their commitment and resilience towards their learning. They have demonstrated high levels of engagement, motivation and teamwork throughout this term.

Year 7 have had the opportunity to be involved in a variety of extracurricular activities such as; RHHS Live Bake Off, RUOK? Day Bingo & Street Chalk Competition, Jersey Day Trick Shot Challenge, RHHS Got Talent, Science Week, History Week and the School Spotify Playlist.

During our final week of the term, Year 7 will be participating in a 'Lockdown Scavenger Hunt' in their Discovery classes and will also be partaking in a year group Kahoot Challenge for their final Focus lesson.

As Year 7 Coordinators we have been grateful for the opportunities to connect with our students online. We are exceptionally proud of the positivity and optimism they have shown during this difficult time and are counting down the days till we meet again face to face.



Wellbeing at RHHS ... *continued*

E. Ates and Wellbeing Team

Year 8 - Mr J. Cutting & Ms K. Ellis

Over the last few weeks our Year 8 cohort have been exploring the importance of internal motivation and strategies to develop positive habits for learning and life. It has been an interesting time to complete this online, challenging their current skills and focus. Together we have looked at what it means to be motivated and the different tips we can gather from engaging with a range of motivational speakers.

In Week 6, we had a live Year meeting, which was a fantastic opportunity to talk to each other and share our moments of fun and joy during this online time. Lockdown hairstyles was one of our many topics of conversation, with a request issued to Mr Cutting for how his hair should be shaped this term. We hope to see even more faces in our next whole grade meeting at the beginning of Term 4.

Mr Cutting and Ms Ellis would like to express our pride and gratitude for each of the Year 8 students and their resilience during this term. We would also like to acknowledge the actions our grade leaders have taken to promote our community initiatives of Jeans for Genes Day and Jersey Day. We are eagerly awaiting the time where we can all support each other face-to-face again

Year 9 - Ms S. Baldwin & Ms C. Johnson-Dyson

In Year 9, we have been exploring the qualities that we all have within ourselves that help us to be resilient and overcome challenges. We have been providing a variety of strategies and reflection activities within our Create and Focus lessons to allow us all to keep growing in this difficult time and it has been wonderful to see year nine engage with this. We have also been witnessing students' involvement in the RHHS Bake off Challenge, the Jersey Day trick shot competition and most recently the RUOK? Street Art Chalk Competition and the RHHS Talent Quest. Congratulations to all who participated in these events. Seeing your contributions always put a smile on our faces and helped brighten everyone's term.

While we miss seeing you all as a Year group, our live Year assemblies throughout the term have been a wonderful chance for all of us to check in and hear from our Year 9 leadership team about their upcoming initiatives. Overall, we have been so impressed with the engagement, teamwork and effort demonstrated by so many of our Year 9 students. We can't wait to see Year 9 in person again, but until then, we will continue to be inspired and encouraged by the efforts of our students, and their ongoing support of one another.



Amaris W sharing a powerful message on RUOK? Day

Wellbeing at RHHS ... *continued*

E. Ates and Wellbeing Team



Year 1.0 - Ms A. Pobjie & Ms B King

During this difficult time, Year 1.0 have shown their resilience in learning new skills and adapting to change. During their FOCUS wellbeing lessons they have been 'focus-ing' on their futures by developing goals through self-reflection and identification of their core values. They recognised how important these values are in building their goals, and they practiced their skills of Growth Mindset to see how grit and determination can help them actualise their ambitions.

Students have been taking advantage of extra-curricular opportunities during remote learning, like getting in the kitchen for the Great Rouse Hill Bake-Off, testing themselves with Science Week trivia and showing off their trickshots for Jersey Day. Special congratulations goes out to the Year 1.0 Tournament of Minds team, who have won their category and move onto the State Championship!

With the focus on the future, many students were excited to finally receive their subject allocations for the 2022 school year, while others have started making plans beyond school to follow their passions. Ms King and Ms Pobjie have loved to see the Year 1.0 students grow over the past term, and chatting and laughing with them during video calls have been the highlights of our weeks of remote learning. While the distance can be hard at the moment, we are so grateful for the strong and independent students our cohort has become, and are counting down until we can support one another face-to-face again soon.



Year 1.1 - Mr L. Dailly & Ms D. Vial

Over the past term, Year 1.1 have had the opportunity to develop their flow and set some meaningful goals during their Life Ready lessons! Students have reviewed the best ways to go about developing their understanding, and increasing their flow to ensure their productivity and engagement levels are continuously increasing. It's been awesome to see the engagement levels from Year 1.1 this term, as they move into their first HSC in less than ideal circumstances!

This term, we have also got the ball rolling on their Year 1.2, 2022 senior jackets! Students and teachers are beyond excited to see the representation and commemoration of our last year together, and show unity as a cohort.

Mr Dailly and Ms Vial cannot wait to be back face-to-face to see our students growing and maturing in person. Until then, we look forward to continuing to work together online and supporting each other as a Year group.



Wellbeing at RHHS... *continued*

E. Ates and Wellbeing Team

Year 1.2 - Ms S. Clark

As the Year Coordinator, I am very proud of the dedication and resilience of Year 1.2. It isn't easy learning from home, and this is the second time in two years that they have had to complete part of their HSC subjects through online learning. Well done Year 1.2 - we are nearly there.

In our Life Ready lessons this term, Year 1.2 experienced a variety of activities to reflect on their time at RHHS. They were asked to create an online time capsule, send a letter (email) to their Year 1.2 self and this week were asked to send an e-card to a teacher who has supported them throughout their school journey. It was also lovely to see everyone's faces when we came together as a Year group with two online Year meetings.

I am looking forward to seeing Year 1.2 back at school soon and want you to remember you always have the support of your RHHS family.



School Counsellor

The resilience, strength, and kindness shown by Rouse Hill High School students this term has been amazing. It has been a challenging and uncertain time, but Rouse Hill High School students have met these challenges with positivity.

I have heard many stories of how our students have looked after their own wellbeing and supported the wellbeing of their friends and classmates. Our students have stayed connected through their learning and Create and Focus lessons. Rouse Hill High School students have maintained a positive mindset despite all the challenges they have faced.

Our students have continued to participate in activities that they enjoy and make them smile and I have heard many stories of online dance lessons, online soccer practice sessions and online movie marathons with friends! Rouse Hill High School students have continued to engage in their learning and should be proud of working towards their values and goals.

We are looking forward to seeing all of our students back at school face-to-face. It is a challenging time and our students have been resilient but it is a time where students may need some extra support for their wellbeing. The school counsellors are available and want to support Rouse Hill High School students if support is needed, so please let us know.



RHHS NOTICEBOARD

P&C NEWS

The next P&C meeting will be held via Zoom.
If you would like to be added to the P&C email list,
simply email rousehillhighschoolpc@gmail.com

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simply email rousehillhighschoolpc@gmail.com

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UPCOMING EVENTS

- 19 September
Tournament of Minds (online) State Final
-
- 5 October
First day of Term 4 (learning from home)
-
- 25 October
Stage 6 students may return to school
-
- 27 October
School Development Day
-
- 4 November
Year 1.2 Graduation Assembly
-
- 5 November
Year 8 Reports published to Millennium Portal
-
- 8 November
Year 7-1.0 staggered transition to school
-
- 9 November
HSC Examination begins

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