

Arthur Phillip High School Newsletter

Visit our website www.arthurphil-h.schools.nsw.gov.au

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Year 8 Wessta Geography Challenge

Some of our Year 8 students represented the school at the Wessta Geography Challenge last week. While we didn't win, their teamwork, manners and grace were second to none in the room. As the competition heated up, many other teams were shouting at each other and some even resorted to cheating. Our 2 APHS teams worked as cohesive units to do their best. When answers were given at the end of each round, they quietly congratulated each other for their successes, and shrugged off wrong answers with a smile. They reported the misconduct of other teams to the adjudicators instead of also engaging in that type of behaviour. They were incredibly polite to the officials from Wessta, and to the teams and teachers around them.

In other teams, students who had provided incorrect answers were often degraded/ridiculed by their team members, and successes were grossly cheered as if we were at Bankwest Stadium instead of a hall in St Marys. Our students distinguished themselves by their humility and positive attitude. I have never encountered students who engaged in a competition in such a mature fashion. The teacher beside me commented on how much fun our students seemed to be having.

As we commuted on the train and walked from the station to the hall, our

Upcoming Events

18-22 Yr 10 Work Experience
November

18 Year 7 "Open Learning
November Spaces" Workshop

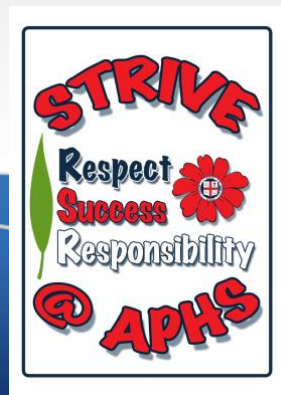
19 HSC Stress Management
November Workshops

21 Year 8 "Open Learning
November Spaces" Workshop

22 School Spectacular
November



At APHS we Strive



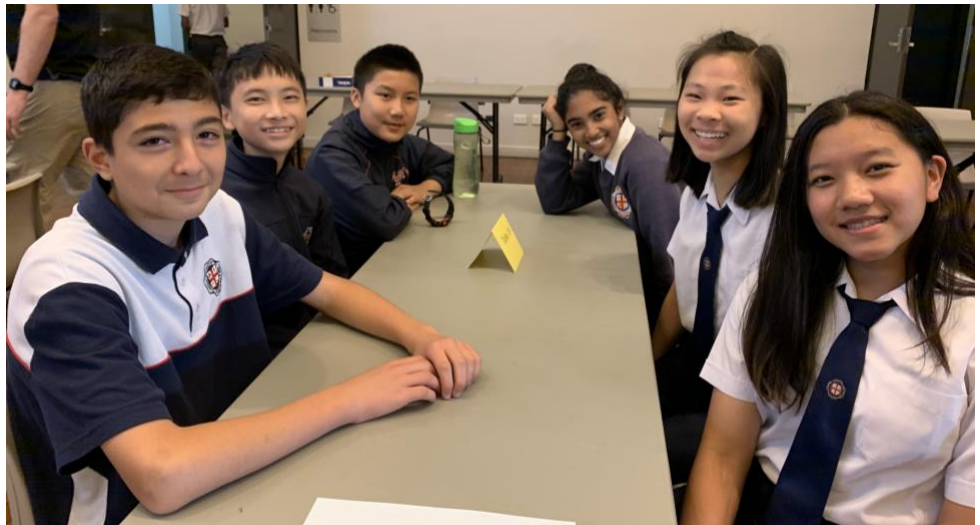
students were polite to members of the public, and ensured they did not get in anyone's way. They held their conversations quietly and calmly on the train, and moved out of the way on the footpath. They gathered at crossings to make sure cars weren't waiting for us to cross for any longer than necessary. Some members of the public smiled at their positivity on the train, and remarked to me that I should be proud of them. I was of course extremely proud to escort such wonderful students. Their behaviour reflected positively on APHS, on me personally as their teacher, and of course on themselves and their families.

Never has a day passed at APHS where I haven't had to correct student behaviour — until yesterday. Not once did I have to ask them to behave themselves, to move out of the way of others, or to be quiet in public spaces. All interactions were positive and enthusiastic. It's encouraging to see students like this at our school and reassuring to know that for every 1 student that causes chaos in a classroom, there are 20 others who shine. These students demonstrated a love of learning and a 'have a go' spirit.

The students who attended were:

Sarah Airawn (8Z),
Samira Kamoda (8Z),
Wei Ming Xu (8Z),
Eddesen Ouyang (8Z),
Ella Zhang (8Z),
Adem Akcan (8Z)
Wendy He (8Y),
Yousef Nabizadeh (8Y),
Sajjad Abdullah (8Y),
Angela Mai (8Y),
Silika Tuivanuavou (8Y),
Muhammad Abdullah (8Y)

Ms Ford
Geography Teacher





Max Potential

Max Potential – A young adult mentoring program: final report from the students involved

Year 10 students, Melika, Raidah and Banafsha recently completed their community mentoring journey, and have reported on their experience.

Max Potential is a leadership program that connects emerging young leaders with local community professionals as volunteer mentors. This program runs for six months with one-on-one coaching sessions and workshops, leading up to the main focus of delivering volunteer community service projects to make a difference in our local area.

Max Potential has introduced us to life principles to focus and integrate into our lives to become the most successful and authentic individuals that we can possibly be. The principles that resonated with me was the 'X' out the negative' and 'March to a mission' principle. In which the challenges that I often experience was due to looking at situations from a negative perspective, discouraging me from attempting or facing the problem again. Setting goals and actually accomplishing it was a difficulty as I would get side-tracked or succumb to procrastination. However, the workshops and my mentor have taught me to expect negatives and plan to deal with them and embrace problems as positive opportunities.



“Based on participant feedback, confidence levels among the young adults have skyrocketed since the start of the program, with 88% reporting they feel very or extremely confident as a result of being involved. They are also equipped and prepared to use the skills developed in the program in the future to achieve their goals, as they did during the experience.”

Barnardos was the organisation that I (Raidah) partnered up with, this organisation works with children and families from disadvantaged and/or abusive backgrounds. Specifically, their day-care programs for disadvantaged children. Assisting children from families who face challenges and from diverse backgrounds through educational programs enables them to get the same learning and education opportunities as any other child in Australia. I was able to engage with the children and truly experience the satisfaction of teaching a child a new skill that will improve and develop their growth mind-set.

My (Melika) project, partnered with Jesuit Refugee Services, was based on fundraising hygiene products and canned foods for refugees who don't receive funding from the government. I asked for the help of the school to bring in items from home which they would be willing to donate, as well as using my own resources to obtain items, and I was successful in completing this community service project. With the help of my mentor and her connections, I also received a 1-week scholarship to the National Institute of Dramatic Art (NIDA) to producing a short film, being my passion and long-term goal, with the help of three experienced filmmakers and actors as mentors. I was able to learn a lot from the mentors and my experience was both educational and enjoyable.

For my (Banafsha) Community Service Project I went to Auburn Barnardos and worked with children aged 4-5. Education is every child's right no matter their circumstances. I chose to do this as I felt assisting these children who face challenges and are from diverse backgrounds will act as a bridge in their life and will allow them to have the same opportunities as other kids. My project “Mind Growth” was targeted to this specific age group to help them grow skills which they can continue to develop in their life. By following the MAXI principles and working hard I successfully connected with these children, and achieved my personal goal of improving my maths results. The main MAXI principles that I followed were “make things happen” and “X out the negatives”.



This program has really brought out and enhanced my confidence. My mind-set and values have been better developed, and as an individual I can see a change in myself as I have progressed from someone who was very self-conscious to an individual who is confident.

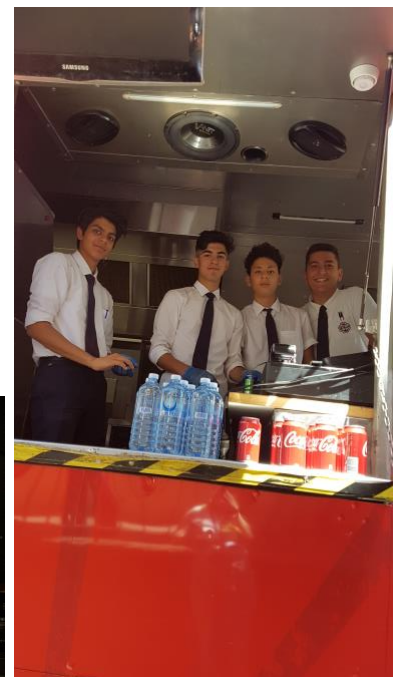
Overall, Max Potential helped me in terms of pushing me to become more organised and productive in both my schooling and personal life, as well as learning practical skills through the MAXIMISERS principles. I also gained new connections with people in my community, and received a NIDA scholarship through my mentor's connections.

This program has most importantly taught me to complete tasks before the deadline and overall improved my time management skills. I have also become more proactive and confident in expressing my ideas and thoughts. It has taught me the value of goal setting and the effectiveness of it. All thanks to the Max Potential program and my supportive mentor.

Report by the participants themselves, Melika Azimi, Raidah Izadeen, and Banafsha Sayed.

Year 9 Commerce and Year 12 Business Studies “Wheely Gourmet” Truck Incursion

Thanks to Mrs Marsh our Year 9 Commerce and Year 12 Business Studies students got the opportunity to participate in a food truck incursion with "Wheely Gourmet". Students got to learn about running a small business, they went into the truck to see the operations and help out with service.



I would like to take this opportunity to sincerely thank Merrylands RSL Club for their generous donation of \$500, being the "Merrylands RSL Club School Bursary. This will be awarded to 5 of our students who have excelled this year (Years 7-11) but come from significantly disadvantaged environments. They will receive this special acknowledgement on Friday 13th December at our Annual Presentation Day.



A promotional poster for Lowes. The top section has a green background with the Lowes logo in a red-bordered box. Below it, the text 'Shop & save for Christmas' is written in a white cursive font, followed by 'EXCLUSIVE TO ZERO & REWARDS CARD HOLDERS' in white capital letters. The middle section has a red background with a decorative border of pine branches and lights at the top. Large white text reads '20% OFF SCHOOLWEAR AND EVERYTHING ELSE!'. Below this, two cards are shown: a white 'LOWES zero' card and a red 'LOWES REWARDS CLUB' card. The bottom section has a black background with white text: 'INSTORE & ONLINE THURSDAY 14TH NOVEMBER.' followed by small print: '* Excludes gift cards, all suit packages & Schoolwear layby's. Cannot be combined with other offers or discounts. Floor stock only. Styles and colours may vary from store to store. No rain checks. Please choose carefully, exchanges and refunds only with docket. Includes existing 5% discount. Offer ends midnight (AEST) 14/11/19. Must use Zero or Rewards card to receive discount.'

APHS Student Access Card Policy 2020

In our new school all students will be given an access card so they can enter and leave the school building. Each year group will have tailored access to various parts of the school based on their curriculum needs.

Rationale

Arthur Phillip High School is a resource-rich, highly modernised and unique multi storey educational environment and has been built with significant safety features. Access in and out of the building is controlled and closely monitored by sophisticated technology. All staff and students will have their own swipe card, which will govern the access they have to all parts of the school building.

STRIVE - Responsibility

STRIVE embodies our school values and responsibility is one of these key values. For the APHS community **responsibility** is for everyone to recognise and understand their obligations as members of our school. One of these obligations will be to use their access card appropriately and respectfully. In issuing these student access cards the school is conveying significant responsibility to all our students not only to keep our school safe and secure but commit to taking care of our new school and treating it with respect.

Purpose

The purpose of this policy is to outline the use of the student access card and clearly identify the consequences for student misuse of these access cards. The school will be responsible for providing an access card and lanyard to every student at the beginning of the school year. The lanyard colour will reflect the year group they are enrolled in. If a student loses their access card they will be responsible for paying for a replacement card and lanyard. There is no personal information held on the access code however, students will be able to use their access card for printing purposes if they organise to credit the card.

Responsibilities

Staff

1. When in class, on playground duty or generally moving around the school, closely monitor student use of their access card. When travelling with students in the lifts, the teacher should always be the person to operate the lift using their access card, **not the students**.
2. Make sure you document any students on SENTRAL who have misused their access card – vandalising it, giving their card to another student to use, trying to access an area of the school they are not allowed to enter.
3. Any staff who finds an access card must take it to the nearest Student Services desk.

Students

1. All students will enter the site, swiping their access card to record that they are now on school grounds. Students will then make their way to their homebase. Year 7 & 8 will walk up the stairs, Year 9, 10, 11 & 12 will use their student card to access the lifts to take them up to their homebase.
2. When leaving the school, Year 7 & 8 will walk down the stairs, Year 9, 10, 11 & 12 will use their student card to access the lifts to take them down to the ground floor. All students will exit the site, swiping their access card and recording that they are now leaving the school grounds.
3. Access to the home bases will require students to wait in the outside learning areas or the lift lobby until their teacher for that period arrives to provide access.
4. Access to specialist learning spaces and levels will require students to wait in the outside learning areas or the lift lobby until their teacher for that period arrives to provide access.
5. Any student who finds an access card must take it to the nearest Student Services desk.
6. Any student who is found abusing the use of their access card will receive consequences as per our STRIVE code ((see item: Misuse of Access Card)

Loss of Access Card

1. Any student who has lost their card or has their card stolen needs to report this immediately to the student services desk on their homebase. A replacement card and lanyard will incur a \$7 fee.
2. Any student who forgets to bring their access card and cannot enter the school building will need to report to the student services desk on the lower ground floor. This will be recorded on SENTRAL as an infraction and a recess detention issued. If a student forgets their access card on 3 separate occasions they will receive an after school detention. The fourth infraction will be a formal caution / warning to suspend. With the fifth occasion a possible suspension for breach of the school's STRIVE code.

Misuse of Access Card

1. Any student who is reported for misusing their access card, which includes:
 - Giving their card to another person to access the school
 - Using another student's card to access the school
 - Trying to access an area of the school they do not have permission to be in
 - Deliberately vandalising or defacing an access card so it is not useable.
 - Trying to tailgate another student through the turnstiles is the same offence as using another student's card to access the school.

These will be recorded on SENTRAL as a negative incident and on the first occasion a student will receive a formal caution / warning to suspend. Any further occasions will be a possible suspension for breach of the school's STRIVE code.

My First Parliamentary Speech

Mental Health by Lucrecia Phung Year 10

Mr Speaker, fellow parliamentarians and members of the public. I am honoured to deliver my first speech as a newly elected member of the house of representatives and debate about an issue I am most passionate about. Teenagers and young people live in a microcosm, where their emotions are amplified on a grand scale. Exclusion can leave you feeling lonely, isolated, ultimately questioning yourself with the why's. Constant self doubt, anxiety and a lack of motivation become the playground of our minds. Young people today are forced to grow up in a world that seems so disconnected. Technology has allowed for globalisation and distances to be shortened - making the world a smaller place, sadly though it has created an even greater emotional distance between its occupants. It is not uncommon today to have a family sitting at the dinner table, yet no one is speaking, rather they are locked into their online lives they are so busily creating - yet not taking the time to create and sustain a human connection. A hug, a touch, a kind word, this lack of empathy and connection has steadily increased and compounded mental illnesses in recent years.

As a teenager myself, I feel as if the past generations have engraved this image of shame to have a mental illness. Why would it be shameful to have such an illness? Why can't we express ourselves the way we want to? A recent study has shown that one in seven young Australians aged 4-17 experience or suffer from a mental illness. However, we may not know that they are suffering from this as they keep their emotions and negative thoughts to themselves. Keeping these thoughts to themselves only amplifies it and makes them feel even more ashamed of who they are.

Teenagers nowadays are being pressured by adults to 'mature' and 'grow' faster. What many adults do not understand is that technology is constantly growing, which adds more pressure to young minds. This does not help teenagers who struggle to keep their personal well-being under control as social media distracts them. If social media has such a big impact on one's well being, seeking help from a professional may be the best option for the individual.

How can we help those with mental illnesses, you may ask? Well, first of all, what does 'treatment' actually mean when it comes to this topic. Having your mental illness treated means trying all the different ways to help minimise the effects of the illness and assist with the road to recovery. It can come in many ways such as seeking advice from professionals, medication and getting involved in community support programs. Although it may seem difficult at first, slowly getting involved in these activities will help ease their minds and begin the recovery process.

Mental illness hits us out of nowhere. It's like a storm on a sunny day. You may be feeling like you're on top of the world at one point, and then all of a sudden you're at rock bottom. We each have our own reasons to be sad. So when someone opens up to you, try to listen and help them out. One kind word may change a person's life. Thank you

R&W

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 0412 242 184 | Rocco Ranieri
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Richardson and Wrench, Parramatta supporting Arthur Phillip HS staff and students.



EVERY MINUTE COUNTS...

Your child's best learning time is at the beginning of the day.....

When your child misses just.....	that equals...	which is....	and therefore, from Kindy to Year 12, that is.....
10 minutes a day	50 minutes of learning each week	Nearly 1 ¹ / ₂ weeks per year	Nearly ¹ / ₃ a year of school
20 minutes a day	1 hour and 40 minutes of learning a week	Nearly 2 ¹ / ₂ weeks per year	Nearly a year of school
¹ / ₂ hour a day	¹ / ₂ a day of learning a week	4 weeks a year	Nearly 1 ¹ / ₂ years of learning
1 hour each day	1 whole day of learning each week	8 weeks per year or nearly a term a year	Over 2 ¹ / ₂ years of learning

School starts at: **8:30am** **BE ON TIME**

Homework Centre

Stage 4 Homework Club

Day: Tuesday 3 - 4pm

Where: Eastern Campus Library

Stage 5 Homework Club

Day: Tuesday 3-4pm.

Where: Main Campus Library

Stage 6 Homework Club

Day: Monday 3 - 4pm

Where: Main Campus Library

Hope to see you all there!