



HIGH SCHOOL HIGHLIGHTS

Narrogin Senior High School
Issue 3 2022



Anzac Day Commemorations - Lest We Forget



In Week 10 of Term 1, the Prefects and Student Councillors attended the Combined Schools ANZAC Service at the Memorial Park. Hosted by St Matthew's Primary School, it was wonderful to have the opportunity to pay their respects to our fallen. Year 10 student Harley Heywood spoke on behalf of Narrogin SHS and proudly wearing her grandparents war medallions. Head Prefects Anton Hanson and Chelsea Mulcahy laid a wreath on behalf of our school and Year 8 student Caitlin Gill sung the New Zealand and Australian National Anthems along with "We are Australian".



We commemorated ANZAC Day creatively at Narrogin SHS. Ms Rintoul and Mrs Steer organised the event with the aid of Mr Robins and Mr Peter Hall, who made 103 wooden silhouettes of soldiers. The names of 172 soldiers who served in the Army, Navy and Airforce and have been buried here in Narrogin were on display, provided by Mrs Larment from the Returned Services League (RSL).



A huge thank you to Ms Penny and the Student Services team who organised the poppies made in advocacy which provided a sea of red below our soldiers. Classes had the opportunity to pay their respects by placing some rosemary on a soldier, and a number of students were able to identify relatives which added a personal connection.

Mrs Nan Steer



Careers Expo



On May 12, a group of students from Years 10 and 11 attended the Careers Expo at the Perth Convention Centre.

This event brings together universities, training organisations, industry associations and employers to expose students to a variety of careers.



Primary Percussion and Wind Workshop

On May 24, students from regional Primary schools gathered at the Performance Arts Centre to play together. The workshop was a huge success, highly enjoyable, and students are looking forward to do it all again in Term 4.

Congratulations to Mr Lindsay and students from East Narrogin Primary, Narrogin Primary, St Matthews, Beverley Primary School and York Primary School.



WA Netball High School Cup Albany



On May 5, four teams from the Narrogin SHS Netball Academy travelled to Albany to participate in the annual High School Cup.

44 teams attended the carnival with competitions for boys and girls in lower school (7 and 8), middle school (9 and 10) and upper school (11 and 12).

The competition consisted of teams from Narrogin, Katanning, Denmark, Jerramungup, and Albany.

The Narrogin 1 team got into the middle school girls grand final but lost to Albany SHS 17-14.

Mrs Sarah Corner

Harmony Week



In Week 3, students at Narrogin SHS celebrated Harmony Week, with the purpose of celebrating the cultural diversity at our school.

In advocacy each day, students completed activities to learn about different countries and cultures and during the week there were activities held during recess and lunch.

These included a kicking competition held by Clontarf, volleyball, music and painting. The week was topped off with samosa's on Thursday and a sausage sizzle on Friday prepared by the Year 9 NEEP students.

Thank you to our Student Services staff, in particular Ms Penny, for all of the hard work they put in to making the week a success.



My Week at Wagin District High School

Over the week of my work placement at Wagin District High School, I developed a range of new skills from learning to tolerate the students to loving them and not wanting my week to come to an end.

Before my week of work experience I had my mind set on wanting to study early childhood education, mainly Kindy and Pre-Primary to fuel my love for little kids, but after completing the course of a week helping in the year 3 class with the amazing Miss Robinson my mind set definitely changed to wanting to teach primary kids and to teach just like her. Over the week in Room 13, I helped Miss Robinson cut and laminate, organise and hand out kids work, help the students with questions, read with the students and the best part, writing names on the board, oh and getting to dress like an adult for the week.



My favourite parts of work placement week would have been getting to reward the kids with a gold star or a scratch and sniff sticker for their reward sticker chart, which would keep them quiet like you wouldn't believe, and finally would have been getting to help the students with work and being called "Miss Marli" or "Miss Spooner".

The week at Wagin DHS was the highlight of year 12 so far and I can't wait to be back there in three weeks for another week with the Miss Robinson and the students.

*Marli Spooner
Year 12 student*

WINO REWARDS
Check out all the awesome PRIZES



*Pens, Water Bottles, Notepads, Balls,
Stamps, Cards.....and much much more ...*
**See Mrs Penny, in Student
Services for your**
Password: _____
Username: _____
Domain: _____

Student Services

My name is Amy Ferguson.

I've come from a Vocational Education & Training background, working within the TAFE sector.

I am loving my current role as Student Services Officer working alongside the Student Services Team.

I enjoy a good home made pizza and love to spend my spare time at the beach.



Hi I am Steven Durell.

I enjoyed being a student at Narrogin SHS so much that I came back!

I am happy to be supporting students through difficulties working in a strong Student Services team based on relationships and trust.

I look forward to seeing students develop through their education and assisting them with a smooth transition from lower school to upper school.

I'm Emma Berresford, a provisional psychologist working across schools in the Wheatbelt.

I completed postgraduate training in Forensic Psychology.

I previously have worked in community mental health, alcohol and other drugs, counselling, suicide prevention, NDIS and facilitating Mental Health First Aid workshops.

I am passionate about supporting people's strengths and mental wellbeing as well as supporting the whole school system.

In my free time I love the F1 racing, reading and travelling to new places.



Meet Nan Jan Kickett and Chad Kickett our AIEOs.

Their role is to build positive relationships, participation, communication and interaction between staff, aboriginal students families and their local aboriginal community.

Positive Behaviour Support at Narrogin SHS

Teaching students our expected behaviours, as indicated on our Behaviour Matrix, is a core focus of Narrogin SHS's Positive Behaviour Support (PBS) Plan. So far this year, students have received lessons on being respectful, responsible and tolerant. Two PBS lessons per term are being delivered to everyone in Years 7-10.

In the past, school-wide discipline, or how to do the 'right thing' at school, has not always been taught. This was problematic because the old approach assumed that all kids knew how to behave in all situations. This simply is not true.

PBS views inappropriate behaviour in the same way that teachers view poor literacy, numeracy, cooking, art and design, metalwork or woodwork problems. If kids can't subtract or dribble a basketball or play a musical instrument, teachers treat this as a skill deficit and get on with the job of modelling and explaining what's appropriate or passing on any necessary knowledge. At Narrogin SHS, we don't assume that our students know how to behave; we teach them appropriate ways of communicating and listening and working together, to achieve their academic and personal goals. Past approaches to poor behaviour were all about punishment. Would you punish someone for not knowing how to drive? No – you'd teach them how to do it safely, explaining step-by-step, everything they needed to know. Here at Narrogin Senior High School, we take the guesswork out of behaviour!

Our Behaviour Matrix clearly tells our students what appropriate behaviour looks like in each area of our school. We break each behaviour down; role play it for them, explain what it looks like and sounds like and feels like, to make sure everyone has the same understanding of how to behave.

Changing any behaviour is never easy; it takes practice and perseverance.

In our extended advocacy PBS lessons, we began 2022 by focusing on how to "come prepared and on time' to class. In Week 7 of Term 1 we explored how to 'follow staff instructions (Year 7),' 'encourage others (Year 8),' be respectful (Year 9) and be responsible (Year 10). Term 2 began with a focus in all year groups on 'paying attention to the speaker.' Ask your child how to 'SLANT,' if you want to know what 'paying attention to the speaker' involves.

In the next few weeks, our PBS behaviour journey continues with lessons for Years 7 -10 on 'how to keep my feet and hands to myself.' It's our goal to ensure that this explicit teaching of the Behaviour Matrix continues, so that every student feels safe, enjoys their learning environment and are known and understood by a staff member who care about their progress and wellbeing.

*Ms Denise Lavan
PBS Coordinator 2022*

Respect



Responsibility



Tolerance



Gifted and Talented Selective Academic Program Online

GT Online Program

Narrogin Senior High School endorses the GT Online program, which supports bright minds staying locally. The program is designed for regional kids attending public school across WA and acts as a differentiated curriculum to stretch academically talented kids to their full potential.

The Gifted and Talented Selective Academic Program Online (GT Online) has approximately 80 students (Years 7 to 10) from over 30 schools across Western Australia.

The program delivers within an online learning community of like-minded peers who enjoy being challenged and connecting with each other. Programs of study are offered in Mathematics, Science, English and Humanities & Social Sciences. Students usually enter either the Mathematics and Science stream or the Humanities stream (English and HASS). Some students may pursue studies in both streams. Children study with other gifted students and follow a differentiated curriculum designed specifically for their needs.

Narrogin SHS supports this program in Room 21, a 'gold standard' facility, with the coordination of Mrs Prema Sexton, a generously supportive teacher. The program benefits kids academically and socially. The online learning style creates independent and organisational study skills which prove invaluable for later years of schooling. Residential camps are an important part of the GT Online Program and take place in May and November each year. The camps contribute to the academic, social and personal development of students by offering not only face to face delivery of curriculum, but also an opportunity for students to build social connections with both their peers and teachers.

To be selected for the program, students must sit the Academic Selective Entrance Testing or ASET test and achieving a score of 210 or higher. Please note that for entry in year 7, you must register your child for the test before they finish Year 5, to sit the test while they're in Year 6, for entry in Year 7. Kids can sit the test while they are in years 6,7,9 and 10, and are eligible for GT online entrance in years 6,7 and 9. So for students in years 5,6 and 8, now is the time to sign up for the test.

I'm a year 10 student in my last year of the program. Reflecting on my experiences over the past four years, I've realised how beneficial it has been. It's allowed me to stay local and receive an accelerated curriculum which stretches and challenges me. I've gained many valuable skills and habits from the program that reflect in every aspect of my life. Some of my closest friends are friends I have met through the program. I stay in touch and regularly catch up with them on holidays and of course I see them on the residential camps.

While in mainstream classes at Narrogin SHS, I've realised that I have intelligent peers in those classes. This leads me to the question, could they do GT Online? I believe lots of kids could do it, it's just they haven't tested, and they will never know until they test. I'm the only student at Narrogin currently in the program and I graduate from the GT Online at the end of the year. I'm very conflicted with this idea of no one participating in the program at our school because Narrogin SHS is very supportive of the program by allocating space in the SIDE room, a gold standard room designed for online learning programs, and a wonderful GT Online Coordinator, Mrs Sexton. I would love to see new faces come through the program and I'm sure they will have all the support they need to get the most out of their schooling.



By Kele Readhead, Year 10

GT Online website: GTOlinewa – Gifted & Talented Students in Western Australia



How to start writing an assignment.

When helping students with assignments, the focus is often just on the research process. These tips will focus on getting started with the writing.

CHECK REQUIREMENTS

So you have done all of your research, collected the information you will need and are ready to start writing your assignment. Before you begin, revisit the requirements, format and criteria for the task. Be very clear on what the assignment is asking you to do and any guidelines you have been given for the assignment. If you are unsure at all, check with your teacher. It can be good to have the assignment questions written on an index card that you keep next to you while working so you stay focused on answering the question and meeting the requirements.

PLAN A STRUCTURE

Your approach will vary depending on the style of your assignment (eg. essay, speech, presentation or report) but regardless of this, unless it is explicitly given to you, you need to decide the structure of your assignment. Have you determined the main points, the headings and sub headings? Have you made sure you have gathered information about all parts of the question? Have you found any diagrams, images, photos, quotes needed to reinforce any points? Before you begin the writing, create a structure for your work listing all of the headings and sub-headings you will write about. Keep checking back with the criteria or requirements to ensure you are answering the assignment questions.

JUST START WRITING

The best thing to do if you have no idea how to begin your writing, is to just start writing. Now this may sound a little strange, but many students do not start writing because they want what they write to be perfect or 'right' the first time. Don't worry whether your writing is up to standard at this stage. Instead concentrate on getting your ideas down onto paper or screen. Choose a section and start putting down ideas on the sorts of things you could include in that section. The hardest part of any writing is starting. Once you start putting down ideas this generates other ideas and before you know it you have some text to work with. So even if you have no idea where to start just write or type 'I don't know what to include here' and even writing this will get your subconscious thinking about what could be included.



4. USE YOUR NOTES

Once you have started, you can use your notes from the research you did to build your ideas and arguments for your assignment. This means that you integrate your own thoughts and ideas with the research you have done using this to help support your ideas. Make sure that you reference correctly, this means that when you use materials you have researched, particularly quotes, you make it clear where this material has been sourced from. You may find holes in your research as you progress and have to then do additional research about those areas.

5. BE CREATIVE

Unlike an essay, you generally have a bit more scope in how you present an assignment. Think about how you can bring the material to life for the reader. Photos (appropriately referenced) are a good start and sometimes diagrams, tables, examples, statistics or flowcharts may be appropriate. You might use lists, bullet points or colour to make the material more user-friendly. Your teacher will be reviewing many assignments on the same topic, so what can you do to make yours stand out or have a unique angle.

6. REVIEW AND REVIEW AGAIN

Have you ever had that experience where you write something, leave it, come back the next day and read it again and find a whole heap of errors you didn't see the first time? This is why it is important to space out your work on your assignment over a number of weeks and days. You need time to edit your work and you need space between edits. When you come back with a fresh eye, you will be able to look at your work from a different perspective and get ideas on what you could do to improve your work. As you review your work, look for spelling and grammar errors, possible repetition or unclear areas. Reading your work out loud is surprisingly a great way of locating errors or things that don't make sense.

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