POSE Report

On Friday 13 June the Year 9 Principles Of Sport Education (POSE) class assisted Turner Primary School with their 2014 Athletics Carnival.

The POSE students helped with a variety of officiating roles for the shot put & long jump. They assisted Turner Primary School teachers run modified games and circus activities. Some students were marshalling officials for the track events.

The Lyneham High School POSE class was a valuable asset on the day and the students experienced what it is like to manage an athletics carnival. The POSE students were great role models to the students of Turner Primary School. Well done everyone involved!
From the Principal

Teachers are currently very busy completing assessments and writing their end of semester reports. Students are also busy completing their work for the semester. I cannot believe that the end of semester is just 2 weeks away!

We are all very excited about our musical production, *Moonflower*, which is opening next week. Lights, sound equipment and scenery are being set up. There is a lot of activity and nervous energy around the school. I hope to see many parents and friends at the performances next week – but get your tickets soon by visiting our website.

During the last week of term (30 June – 2 July) Year 10 students will be given the opportunity to complete the Road Ready course. This course is a prerequisite for the issuing of L plates in the ACT. The cost of completing the course with a view to being issued a Road Ready Certificate is only $20.00. The cost of doing the course outside the school is much, much higher. All Year 10 students, regardless of whether they wish complete the Road Ready course are to attend Dickson College on these days as the information provided is very valuable for all students. On 3 July the STAR girls have organised a Girls’ Health Day for Year 10 girls at Dickson College. A Year 10 Boys’ Health Day will be held here at school on the same day. Many thanks to all teachers who have been involved in organising these very valuable activities for our Year 10 students.

Curriculum and A to E Reporting

As you are aware our school complies with Australian Government requirements around A to E reporting. If you do not want your child to receive a report indicating grades A to E, you are able to opt out. You simply need to inform Janet Richardson in writing of your decision.

Included with this newsletter is a special addition Curriculum Newsletter which I encourage all parents to read as it explains new assessment and reporting requirements under the Australian Curriculum and according to the procedures established by the Education and Training Directorate. For those of you who were not able to attend the Information Session on Tuesday 17 June, this is important reading.

School Reports

School reports will be issued on Thursday 3 July. I am expecting that many students will be extremely happy with their reports when they are issued. If students are not happy with their results it is important that they are helped to understand that they can learn from their mistakes and that hard work and perseverance are very important qualities to develop.

Appeals Process

Please remember that there is an appeal process that should be followed if your son/daughter is unhappy with either a final grade, or the marking of an individual piece of assessment. Sometimes we make errors and it is important that students realise that they have the right to appeal and to understand how their mark or grade was reached. In summary a student should:

- speak first to the teacher involved;
- if unhappy with the response, speak to the executive or senior teacher of that area;
- if still unhappy, notify the principal in writing.

Year Coordinators are happy to assist.

Congratulations to Guy Richardson and Patrick Foley who were selected in the ACT Under 15s National Schoolboys AFL team and will be playing at the National Championships in Sydney in July.

Regards
Colleen Matheson
Debbie has worked in the public education system for 33 years, with the last 16 being at Lyneham High School. She is currently the Executive Teacher of Arts. In that time the Band Program has grown to include approximately half of the school. She founded our Performance Music course which caters for many of our aspiring rock musicians and introduced jazz bands to our school. She was largely responsible for the proposal to build the Lyneham Performing Arts Centre (LPAC) which now houses all things musical at our school. Debbie’s other achievements include being a state finalist in the Australian of the Year awards and the National Excellence in Teaching awards. Most recently she was featured in the book ‘110 Stories Celebrating Public Education in Canberra’, which was a huge honour.

The thing that makes Debbie most proud is the inclusive nature of music at our school. Any student who wants to participate is welcome. The students’ progress is celebrated and showcased at every opportunity through community performances, eisteddfods, lunchtime and assembly performances, and tours. She believes in the holistic development of her students, not only looking after their artistic needs, but also their academic and social needs.

Debbie’s hobbies include the Ginninderra Wind Orchestra and Twilight Jazz Band which she established 28 years ago to provide an opportunity for students to play music with their peers beyond the high school years. This is now our school’s alumni band. She also has two grown-up children and loves to spend time at the coast with her family.

A passionate, dedicated and truly inspirational teacher, Debbie describes the best parts of her job as working with great teachers and fantastic students at an amazing school.
Year 9 Outdoor Education

Mountain Biking and Dirt Bike Riding!

What a great day! Twelve students made the trip to Mountain Trails to participate in an action packed day. Students participated in some serious mountain biking; filled with speed, jumps, and a couple of stacks, all resulting in sore legs. Still smiling, students were keen for dirt bike riding. A few nerves and stalls, then they were off.

It was a great day and all students made improvements through their positive persistence.
In the last few weeks, five excursions to Breizh Crêperie at the Ainslie Shops have been held. Students were given the choice of a savoury or sweet crêpe, with a choice of fillings and a drink. As the menus were written in both languages, it suddenly became necessary to practise ordering in French for the waitresses who were Francophone! We thank the owners, Bronwyn and Bruno (from Brittany) for their great efforts in serving our students and giving a talk in French in the space of an hour.

Here are some comments from the students:

On 11 May, thirty students went to the French bakery Breizh Pâtisserie. We walked all the way to the Ainslie shops with our warm jackets. When we got there we went inside, it was a very small shop but the place smelt so good with all the food. We were just dying to get the food. There were 5 tables saved for us, we all just managed to fit in there. As soon as we sat down there was a special menu for us to order what we could get. You could get savoury or sweet, as you would guess most people got the sweet. I got a sweet crêpe with ice cream and I had lemon lime and bitters as my drink. We all ate it so fast that after 5 minutes you could see no food left. Next the chef came out with a whole plate full of chocolate. We ate that while he talked to us all about his café. Then at 2.55pm we could go but most people stayed and got more food.

Lelia Tarrant, Year 7

The crêpes were good and I would happily have them again.

Luke Sokolovic, Year 9

I liked the crêpes and the ice cream.

Jamie Gumbrell, Year 9

That excursion was great and the crêpes and people were cool. J’adore la Breizh Crêperie!

Riley Holgate, Year 9

La Breizh Crêperie est très délicieuse!

Tilda Barrie, Year 9

At the end of first semester, classes are now completing assessment and we wish all students a happy and safe holiday.

A bientôt

French teachers

Bruno, chef and owner
12-13 June Year 10 Bungonia Trip

Last week the Year 10’s travelled to Bungonia State Recreation Area to undertake single rope technique abseiling, sports caving and outdoor rock climbing.

The group abseiled at Hogan’s Hole and then went for their first vertical caving experience into Hogan’s Cave and back out again. That night they navigated in groups through Grill Cave. The next morning, feeling a bit bruised and battered, the students had a choice of rock climbing at the lookout or sports caving in Fossil Cave.

Overall, the students did a great job helping each other out underground and on the rock face.

Mr Dunnet
Indonesian Excursion to the National Gallery

Bali: The Island of Gods and the Garden of the East are two temporary exhibitions hosted by the National Gallery to highlight the strong cultural and historical influences of our nearest neighbour, Indonesia. The Year 8-10 Indonesian students were very fortunate to visit these wonderful displays and were expertly guided by the knowledgeable staff with regards to historical monuments and textiles. They also learned more about the importance of the Mahabarata, the epic tale of Rama & Sita, to the Balinese culture and how the arts and music still play a pivotal role in shaping the history and way of life of the Indonesians. For lunch, students were treated to a traditional Indonesian lunch of satay ayam, saffron rice, opor ayam, mie goreng, vegetarian spring rolls and corn fritters catered by Indo Café, Civic. This was a fantastic opportunity for students to revisit the influential tale of the Mahabarata that many of the elective students have studied about in class through various mediums such as paintings and sculptures. These exhibitions are free to the public. Garden of the East ends on 22 June 2014 while Bali: Island of Gods concludes on 3 August.

Malaysia Trip 2014

Two weeks to go before the Malaysia/Sarawak Trip commences. The focus this year is to give students a more authentic and hands on approach to learning Indonesian through many educational opportunities such as volunteering at the Semenggok Wildlife Centre; bargaining at the Jonker Night Market and Satok Market; and staying with the Ibans, natives of Sarawak in the traditional longhouse located in the middle of the picturesque rainforests of Kuching. Participating students have been hard at work, rehearsing various Australian and Indonesian songs to perform at La Salle High School in Kuala Lumpur and brushing up their language skills during class time. They are also encouraged to log on to the Language Perfect website to revise essential vocabulary that they will be using for this trip. Students are to assemble promptly at the Canberra International Airport at 6.00am on Wednesday 2 July 2014. Luggage checks are currently being conducted by respective teachers. Please contact Ibu Idris at nor.idris@ed.act.edu.au for more information about the Malaysia trip.
LYNEHAM HIGH PRESENTS

MOONFLOWER
A NEW MUSICAL BY JOHN BATTERHAM

JUNE 25-28 2014
7PM WEDNESDAY TO FRIDAY
1.30PM AND 7PM SATURDAY

LYNEHAM PERFORMING ARTS CENTRE
TICKETS $20 (+BOOKING FEE) FROM WWW.LYNEHAMHS.ACT.EDU.AU
Student Wellbeing

Once a term the academic wheels of LHS stop turning and we have a lesson designed to support the wellbeing needs of our students. It goes under the name of HIVE.

Last term we focused on bullying and harassment and the associated factors – in school cliques, racism and sexuality. This term Home Group teachers presented a variety of knowledge to support different year groups.

Year 7 focussed on the ‘teenage brain’ and the impact this has for learning and managing emotions. Year 8 and 9 delved into the realm of mindset, and Year 10 did some further thinking and planning relating to their move to college and beyond Year 12.

I would like to take a bit of your time here and talk briefly about mindset as it is an emerging area that has great capacity to influence all of our lives and if we can introduce it to our young people early, offers them the opportunity to make more of their lives.

In terms of mindset, you may be more familiar with the idea of “getting out of your comfort zone” and the benefits that this has to offer whether it is academic, physical or emotional. At LHS we are basing our mindset work with students on the work of Carol Dweck. Dweck and her colleagues have found a very simple belief - our mindset - that guides and permeates nearly every part of our lives.

This belief limits our potential or enables our success. It often marks the difference between excellence and mediocrity. It influences our self-awareness, our self-esteem, our creativity, our ability to face challenges, our resilience to setbacks, our levels of depression, and our tendency to stereotype, among other things.

Here are some key ideas on mindset from Carol Dweck.

- People with a fixed mindset believe that their traits are just givens. They have a certain amount of brains and talent and nothing can change that. If they have a lot, they’re all set, but if they don’t... So people in this mindset worry about their traits and how adequate they are. They have something to prove to themselves and others.
- People with a growth mindset, on the other hand, see their qualities as things that can be developed through their dedication and effort. Sure they’re happy if they’re brainy or talented, but that’s just the starting point. They understand that no one has ever accomplished great things—not Mozart, Darwin, or Michael Jordan—without years of passionate practice and learning.
- Mindsets frame the running account that’s taking place in people’s heads. They guide the whole interpretation process. The fixed mindset creates an internal monologue that is focused on judging: “This means I’m a loser.” “This means I’m a better person than they are.”
The self-esteem movement encouraged parents and teachers to tell children how smart they are. This, they believed, would give children confidence in their abilities, and thus the desire to learn and the hardiness to withstand difficulty. Research shows that this is wrong. Praising children’s intelligence may boost their confidence for a brief moment, but by fostering the fixed view of intelligence, it makes them afraid of challenges, it makes them lose confidence when tasks become hard, and it leads to plummeting performance in the face of difficulty.

To best support the learning of our young people we need to provide an environment that creates challenges, fosters perseverance – grit – and welcomes feedback. Successes are not created through continuous success, rather through reflection on setbacks and failure. Setbacks provide opportunities for growth.

Some food for thought......
How can you change from a fixed mindset to a growth mindset? (From Carol Dweck)

Step 1. Learn to hear your fixed mindset “voice.”
As you approach a challenge, that voice might say to you “Are you sure you can do it? Maybe you don’t have the talent.” “What if you fail—you’ll be a failure” “People will laugh at you for thinking you had talent.” “If you don’t try, you can protect yourself and keep your dignity.”

As you hit a setback, the voice might say, “This would have been a snap if you really had talent.” “You see, I told you it was a risk. Now you’ve gone and shown the world how limited you are.” “It’s not too late to back out, make excuses, and try to regain your dignity.”

As you face criticism, you might hear yourself say, “It’s not my fault. It was something or someone else’s fault.” You might feel yourself getting angry at the person who is giving you feedback. “Who do they think they are? I’ll put them in their place.” The other person might be giving you specific, constructive feedback, but you might be hearing them say “I’m really disappointed in you. I thought you were capable but now I see you’re not.”

Step 2. Recognize that you have a choice.
How you interpret challenges, setbacks, and criticism is your choice. You can interpret them in a fixed mindset as signs that your fixed talents or abilities are lacking. Or you can interpret them in a growth mindset as signs that you need to ramp up your strategies and effort, stretch yourself, and expand your abilities. It’s up to you.

So as you face challenges, setbacks, and criticism, listen to the fixed mindset voice and...

Step 3. Talk back to it with a growth mindset voice.
As you approach a challenge:

THE FIXED-MINDSET says “Are you sure you can do it? Maybe you don’t have the talent.”

THE GROWTH-MINDSET answers: “I’m not sure I can do it now, but I think I can learn to with time and effort.”

FIXED MINDSET: “What if you fail—you’ll be a failure”

GROWTH MINDSET: “Most successful people had failures along the way.”

FIXED MINDSET: “If you don’t try, you can protect yourself and keep your dignity.”

GROWTH MINDSET: “If I don’t try, I automatically fail. Where’s the dignity in that?”

As you hit a setback:

FIXED MINDSET: “This would have been a snap if you really had talent.”

GROWTH MINDSET: “That is so wrong. Basketball wasn’t easy for Michael Jordan and science wasn’t easy for Thomas Edison. They had a passion and put in tons of effort.”
As you face criticism:

FIXED MINDSET: “It’s not my fault. It was something or someone else’s fault.”

GROWTH MINDSET: “If I don’t take responsibility, I can’t fix it. Let me listen—however painful it is—and learn whatever I can.”

Then...

**Step 4. Take the growth mindset action.**
Over time, which voice you heed becomes pretty much your choice. Whether you
- take on the challenge wholeheartedly,
- learn from your setbacks and try again
- hear the criticism and act on it is now in your hands.

Practice hearing both voices, and practice acting on the growth mindset. See how you can make it work for you.

_Amanda Murtagh_
_Student Wellbeing Executive_

**Australian Mathematics Trust President Mike Clapper Visits Lyneham High School**

On Tuesday 10 June 2014, Lyneham High School LEAP students were very fortunate to have Mathematician and executive Director of the Australian Maths Trust Mike Clapper visit each of their classes and present a challenging and enriching lesson. The Australian Maths Trust organises the major mathematical competitions that Lyneham High enters each year - Maths Challenge, Maths Enrichment and the Australian Mathematics Competition.

Each class engaged in the following activities.

Year 7 - Polyominoes, animal vegetable mineral problem, some generalisations relating to area/perimeter.

Year 8 - Graph (ie network) theory - Konigsberg problem, Eulerian graphs, Euler’s formula (by induction), Conditions for planarity (Kuratowski).
“We all enjoyed this lesson where we could challenge ourselves and extend our learning” - Year 8 LEAP student

Year 9 - the Josephus problem and its connection with binary numbers and generalising the solution.

Year 10 - Ways of counting factors, modulo arithmetic and divisibility tricks.
Hannah Klep is one of our SEAL Individual students who completes her individualised training sessions within school time as part of her SEAL program.

Hannah had great success on her new horse a couple of weeks ago at Interschools Jindabyne. She placed 5th in both her dressage tests against Secondary Students. She finished 7th on her dressage score at the one day event. She receiving no penalties in the show jumping and went clear and on time through a very tough XC course where half the division were eliminated due to stops and falls. She rode the highest class of 95cm.

She made the 4th round of the six bar show jumping finishing in the top 10 out of 70 riders. Jumping 1.35m (the highest Hannah has jumped).

Hannah is currently competing at the Interschool’s State Championships in Sydney. Stay posted to see how she went!

How the SEAL Program works:

**SEAL SQUADS** – The majority of SEAL students fall under this category and receive specialist coaching in a squad format from external providers organised by the school.

**SEAL INDIVIDUAL** – These students, along with their sporting coach, organise their own coaching program catering for sports not covered by the SEAL SQUADS category or providing more advanced versions of the SEAL SQUAD trainings.

**SEAL STUDY** – These students are recognised as high level athletes who complete their training outside of school hours.

Students in all three of our SEAL categories are placed into higher level PE classes and have access to SEAL catch-up lessons where they can work on maintaining their academic success whilst balancing their sporting commitments.

For any more information on the SEAL program speak to Eric Morris in the PE staffroom or contact him on 6205 6394. Applications are due Wednesday 25 June, Week 9.
World of Maths Incursion

On Tuesday 22 July (Tuesday, Week 1, Term 3) our Year 8 students will have the opportunity to participate in the World of Maths Roadshow. Payment of $6.00 needs to be made to the Front Office by Monday 23 June.

Activities
There are seventeen large, colourful displays in each session, with corresponding worksheets for the students, and an eight page booklet for the teachers, with answers and follow-on information.

There are activities belonging to the strands of: number, space, measurement, chance and data and logical thinking and sequencing.

All activities meet the national curriculum requirements. The instructions and questions in the displays make each session a guided discovery lesson, where the students solve a variety of problems, discover number patterns, identify geometric properties, think logically and apply mathematics to the physical world. By giving students this experience, they have an opportunity to acquire a variety of different skills and strategies needed for problem solving.

Specific Values
- Students have the time and freedom to pursue their own paths in trying to solve the problems.
- Motivation is very important. WORLD OF MATHS is an enjoyable and attractive situation which encourages the students to think.
- The students can experience mathematics related to practical and real-life situations.
- It helps develops skills necessary to work in small groups as an effective way of learning mathematics.
- It allows the students to interact, which will boost their confidence.
- It promotes positive attitudes towards mathematics.
Dear parents of Lyneham High School:

What is it like being a parent/carer at this school?
How involved in the school do you feel?
How do you relate to teachers and school leadership?
What are the things you like about this school?
What are the things you would like to see changed?

We are requesting your participation in an important system wide survey about the climate or social environment at this school. The aim is to hear from parents/carers about their experiences as a member of this school community. This survey looks at more areas in detail than the school satisfaction survey, such as relationships with teachers, connection to the school (school identification), and engagement in school life. While we will endeavour to combine the two surveys in the future, it is important for our school improvement process that we receive a strong response to both surveys this year.

Relationships – being valued, respected and listened to in our dealings with others.
Connection – a sense of belonging and connection to the school and what it stands for.
Engagement – investment in and enthusiasm for school

Your responses are extremely useful and valuable in finding out what we do well and where we can improve as a school community.

You should also be receiving or have received an email from the school, regarding this request with the link to the survey. If you have some time right now why not follow the instructions below.

To access the survey you need to do the following:

1. Click on the survey link:

   https://anupsych.co1.qualtrics.com/SE/?SID=SV_5iQGBNXqsXdKtnL

   [If you do not have access to the internet please contact the school’s front office for a paper version.]

2. Generate your access code following the instructions provided

3. The survey will take around 20 to 30 minutes to complete.

If you have any questions about this process then please contact the school.

Thank you for your participation.

Simon Spinetti
School Climate survey coordinator
PARENTS, DO YOU HAVE YOUR WORKING WITH VULNERABLE PEOPLE CARD?

WOULD YOU LIKE TO VOLUNTEER AT LYNEHAM HIGH SCHOOL?
THEN BREAKFAST CLUB IS FOR YOU!

PARENT VOLUNTEERS WANTED FOR BREAKFAST PROGRAM
(FOR A ONCE A TERM COMMITMENT)

The Youth Support Worker and P&C of Lyneham High host a free breakfast program on Friday mornings during the school term.

We are looking for parents who would like to assist us with setting up, food preparation and cleaning before and after breakfast. The P&C breakfast is from 8.00am–8.45am in the foyer outside the canteen. Our current parent volunteers provide a once a term commitment based on a rostered system.

If you would like to participate, please email info@lynehamhs.act.edu.au.

Thank you and hope to see you soon.

Anne Flynn
Youth Support Worker

“I started doing breakfast club a couple of years ago and still look forward to my rostered day on each term. It is not a big commitment in terms of time or effort, but it is a great opportunity to meet some teachers and students in a really informal way. I even manage to get to work in time after the clean up!! As we all know, opportunities to participate in activities in high school are not as frequent as in primary school. For me it is a great way to get a 'feel' for the atmosphere within the school - and the kids seem to really appreciate the fact that the breakfast club exists”.

- Parent volunteer
LYNEHAM HIGH SCHOOL SECOND HAND UNIFORM SHOP

Short sleeved tops, hooded jumpers, SEAL and Band t-shirts are available for sale

**Prices from $5.00 to $15.00**

For all orders, please email anne.flynn@ed.act.edu.au

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**Are you interested in becoming a Foster Carer with Marymead?**

Marymead Foster Care is seeking people who are willing to provide a safe and nurturing environment for children and young people on occasional weekends, weeks, months or even years. Marymead will provide financial assistance, ongoing training and caseworker support.

Bi monthly information sessions are held at Marymead.

The next information session is on **Tuesday 1 July, 6.00pm at Marymead**.

To register your attendance phone Amy on 6162 5800 or email fcinfo@marymead.org.au. Children are more than welcome and light refreshments will be served.

Kind regards,

**Joanne Dean-Ritchie**
Marketing, Community Relations & Fundraising
Tel (02) 6162 5828 I Fax (02) 6295 9944 I marymead.org.au

www.marymead.org.au

255 Goyder Street Narrabundah ACT 2604 I PO Box 4260 Kingston ACT 2604
Caring for children • Supporting families • Strengthening community

Marymead acknowledges the traditional custodians of country throughout Australia and their continuing connection to land, sea and community. We pay our respects to them and their cultures, and to the elders both past and present.