



Value of the Week

Excellence. We do our best to achieve excellence. Have you done your best?

School Calendar

July
3 End of Term 2
21 Start of Term 3



8 Meade Street, Bulahdelah 2423
 Phone: 4997 4329 Fax: 997 4512
 bulahdelah-c.school@det.nsw.edu.au

Indianna McDonald



Saxon Bramble



BCS
captains
2020/21



Vice Captains:

Khloe Middleton, Seleana Murphy, Patrick Nickle, Blake Richardson



src

Student Representative Council



Congratulations to the following students who were successful in the following roles:
Angus Devon (Sport Leader), Sally Curnow (Koori Leader) and Kalani Minns (SRC Leader).

Farewell to our outgoing SRC group, we thank you for a job well done!



Between Term 3, 2019 and Term 2, 2020 the SRC have achieved so much. We organised and ran the fundraiser for R U OK? day where everyone was encouraged to wear yellow to support mental health awareness. We managed to sell out of all of our yellow iced cupcakes and yellow lollipops. It was lovely to see the school community dress up in support of the cause. All profits from this event were donated to the R U OK? Foundation.

Over the past year the SRC has also continued working on reviewing the uniform and coming up with ideas on how to change it. Through hard work and fundraising the SRC was able to purchase a brand-new speaker and microphone set to use at sports carnivals and other fundraisers and events that we hold. Our first use of the speaker was at the Primary Disco in Term 1, which we organised and catered for. The disco was an absolute blast and all of the children had an amazing time and enjoyed their sausage sizzle.

The SRC also catered the 2020 swimming carnival with everybody pitching in to cook and sell sausage sandwiches, packets of chips and cans of drink. Unfortunately, a few of our planned projects had to be cancelled due to the COVID-19 lockdowns. The

Year 7-Year 10 members of the SRC were planning to attend the Year 7 camp and help run team building activities and games which we are sure everybody would have enjoyed.

We had also planned to hold a fundraiser for World's Greatest Shave. We had some very willing participants to shave their heads, one male student was even willing to sell off wax strips to wax his legs! The Worlds Greatest Shave fundraiser has not been cancelled though, only postponed until restrictions allow it. The SRC were all obviously very disappointed that we were not able to complete all of our intended activities, but I'm sure the new incoming SRC will carry on where we left off.

Congratulations to the newly elected SRC members we wish you luck for your future endeavours. We are all very excited to see what new and exciting ideas the 2020-2021 SRC come up with! *Tahlia Read*
- Year 12 SRC



Students need reading, writing and numeracy for everyday life after school



This is why students need to meet a minimum standard of literacy and numeracy to receive the HSC from 2020.

ONLINE READING, WRITING AND NUMERACY TESTS

- ✔ Students need to achieve Level 3 or 4 in short **online tests of skills for everyday life**.
- ✔ Schools will help students to decide **when they are ready** to take each test.
- ✔ Students get **up to four times per year** to sit each minimum standard reading, writing or numeracy test.
- ✔ Students **do not need** to sit the reading, writing or numeracy test(s) if they achieved Band 8 or above in the respective 2017 Year 9 NAPLAN test(s).

Due to the COVID-19 outbreak, Year 12 students yet to meet the standard can attempt **each test 6 times** in 2020.

PROVISIONS AND EXEMPTIONS

Provisions for the minimum standard tests are available for some students with disability. Some students with disability studying Life Skills courses may be exempt from meeting the minimum standard to receive their HSC credential.



Week 10 Monday to Friday

<i>Pizza</i>	<i>\$6.50</i>
<i>Curried Sausages & Rice</i>	<i>\$6.00</i>



2020 HSC Written Exam Timetable • Week 1

Monday 19 October	Tuesday 20 October	Wednesday 21 October	Thursday 22 October	Friday 23 October
-	HSC Day 1	HSC Day 2	HSC Day 3	HSC Day 4
	English Advanced Paper 1 – Texts and Human Experiences 9.50am – 11.30am English as an Additional Language or Dialect (EAL/D) Paper 1 – Module A and Focus on Writing 9.50am – 11.30am English Standard Paper 1 – Texts and Human Experiences 9.50am – 11.30am English Studies 9.50am – 12.30pm	English Advanced Paper 2 – Modules 9.25am – 11.30am English Standard Paper 2 – Modules 9.25am – 11.30am English as an Additional Language or Dialect (EAL/D) Paper 2 – Module B and Module C 9.25am – 10.30am Listening Paper 10.40am – 11.10am*	Ancient History 9.25am – 12.30pm Classical Hebrew Continuers 9.25am – 12.30pm	Economics 9.25am – 12.30pm Investigating Science 9.25am – 12.30pm
	Primary Industries (VET) 1.55pm – 4.00pm Arabic Continuers 2.00pm – 5.00pm Japanese and Literature 2.00pm – 5.00pm Japanese Extension 2.00pm – 4.00pm	Music 1 Aural Skills 1.55pm – 3.00pm* Music 2 Musicology and Aural Skills 3.25pm – 5.00pm*	Business Services (VET) 1.55pm – 4.00pm Construction (VET) 1.55pm – 4.00pm Tourism, Travel and Events (VET) 1.55pm – 4.00pm	Community and Family Studies 1.55pm – 5.00pm Electrotechnology (VET) 1.55pm – 4.00pm French Continuers 2.00pm – 5.00pm

2020 HSC Written Exam Timetable • Week 2

Monday 26 October	Tuesday 27 October	Wednesday 28 October	Thursday 29 October	Friday 30 October
HSC Day 5	HSC Day 6	HSC Day 7	HSC Day 8	HSC Day 9
Mathematics Advanced 9.20am – 12.30pm Mathematics Standard 1 9.20am – 11.30am Mathematics Standard 2 9.20am – 12noon Mathematics Extension 2 1.50pm – 5.00pm	Legal Studies 9.25am – 12.30pm Classical Hebrew Extension 9.30am – 11.30am Latin Continuers 1.55pm – 5.00pm Visual Arts Art Criticism and Art History 1.55pm – 3.30pm	Biology 9.25am – 12.30pm Agriculture 1.55pm – 5.00pm Classical Greek Continuers 1.55pm – 5.00pm Japanese Beginners 2.00pm – 4.40pm	Information and Digital Technology (VET) 9.25am – 11.30am <i>Digital animation</i> <i>Networking and hardware</i> <i>Web and software applications</i> Modern History 9.25am – 12.30pm Financial Services (VET) 1.55pm – 4.00pm Society and Culture 1.55pm – 4.00pm Chinese Beginners 2.00pm – 4.40pm	Korean Continuers 9.30am – 12.30pm Personal Development, Health and Physical Education 9.25am – 12.30pm Chinese in Context 9.30am – 12.10pm Classical Greek Extension 9.30am – 11.30am Mathematics Extension 1 1.50pm – 4.00pm Italian Extension 2.00pm – 4.00pm

2020 HSC Written Exam Timetable • Week 3

Monday 2 November	Tuesday 3 November	Wednesday 4 November	Thursday 5 November	Friday 6 November
HSC Day 10	HSC Day 11	HSC Day 12	HSC Day 13	HSC Day 14
Business Studies 9.25am – 12.30pm Aboriginal Studies 1.55pm – 5.00pm Software Design and Development 1.55pm – 5.00pm Korean Beginners 2.00pm – 4.40pm Modern Greek Continuers 2.00pm – 5.00pm Spanish Extension 2.00pm – 4.00pm	Studies of Religion I 9.25am – 11.00am Studies of Religion II 9.25am – 12.30pm Vietnamese Continuers 9.30am – 12.30pm Engineering Studies 1.55pm – 5.00pm Retail Services (VET) 1.55pm – 4.00pm Textiles and Design 1.55pm – 3.30pm	Entertainment Industry (VET) 9.25am – 11.30am Chinese Extension 9.30am – 11.30am Science Extension 10.20am – 12.30pm History Extension 1.50pm – 4.00pm Metal and Engineering (VET) 1.55pm – 4.00pm Chinese and Literature 2.00pm – 5.00pm German Extension 2.00pm – 4.00pm	Geography 9.25am – 12.30pm Human Services (VET) 9.25am – 11.30am French Beginners 9.30am – 12.10pm Spanish Continuers 9.30am – 12.30pm Industrial Technology 1.55pm – 3.30pm <i>Automotive Technologies</i> <i>Electronics Technologies</i> <i>Graphics Technologies</i> <i>Metal and Engineering Technologies</i> <i>Multimedia Technologies</i> <i>Timber and Furniture Technologies</i>	Physics 9.25am – 12.30pm Dance Section I Core Appreciation 9.25am – 10.30am Dance Section II Major Study Appreciation 10.40am – 12noon Chinese Continuers 9.30am – 12.30pm Spanish Beginners 9.30am – 12.10pm Hospitality (VET) 1.55pm – 4.00pm <i>Kitchen Operations and Cookery</i> <i>Food and Beverage</i> Italian Beginners 2.00pm – 4.40pm

2020 HSC Written Exam Timetable • Week 4

Monday 9 November	Tuesday 10 November	Wednesday 11 November	Thursday 12 November	Friday 13 November
HSC Day 15	HSC Day 16	HSC Day 17	-	-
Chemistry 9.25am – 12.30pm English Extension 1 1.50pm – 4.00pm Modern Greek Extension 2.00pm – 4.00pm	Automotive (VET) 9.25am – 11.30am <i>Vehicle Body</i> <i>Mechanical Technology</i> Food Technology 9.25am – 12.30pm Earth and Environmental Science 1.55pm – 5.00pm Information Processes and Technology 1.55pm – 5.00pm	Design and Technology 11.25am – 1.00pm Drama 2.25pm – 4.00pm		

School to Work Go-Getters



The 'BCS Go-Getters' worked really hard again on the second Friday of their project. Ash Ray and Trevor Knight, our local Police Officers also popped in to lend a hand before their shift at the Police Station! The garden area near the secondary COLA has all but been demolished by the hard-working boys! They unearthed an historic drain that had been completely covered in earth and vegetation. This was cleaned out and the boys did some investigating to find out that it is still operational.

After a tasty cheeseburger lunch, design work started - the boys are responsible for developing a design and budget to present to the Site Manager Mr Frangos for approval before purchases and building work can begin.

So far the 'Go-Getters' are doing an outstanding job, demonstrating teamwork, co-operation, leadership, problem solving and innovation. Parents should be very proud of their young men, and we are all really looking forward to seeing this really starting to take shape during Term 3.

Linda Drenkhahn - Careers







HOSPITALITY

Week 8 Year 12 Hospitality completed their Breaky Brunch assessment task. Students cooked a variety of dishes including a zesty smashed avo toast with a poached egg. Sweet and salty maple bacon on French toast with a perfectly seasoned tomato. A delectable smoke salmon frittata.

The hospitality team served the food to staff and students. Students are looking forward to their next assessment task, in Term 3 where they will prepare an assortment of delicious salads and sliders.

The class has a total of four more assessment tasks in order to complete their course. So far so good, staff and students can't wait for the next mouth watering menu!





NSW | WHITE CARD TRAINING



Students who did not already have a White Card completed this training on Friday Week 9.

They are now eligible to secure one day per week work experience with a local employer in an area of personal interest. Well done! *Linda Drenkhahn - Careers Officer*





Tell Them From Me student survey

Frequently Asked Questions (parents and carers)

Centre for Education Statistics and Evaluation

1. What is the *Tell Them From Me* student survey?

The *Tell Them From Me* student survey asks questions about factors that are known to affect academic achievement and other outcomes. It aims to help improve the learning outcomes of students. The survey is designed to measure, assess and report insights from the student point of view at the school and system levels. The focus of this NSW survey is on student wellbeing, engagement and effective teaching practices.

2. What kind of questions will the survey ask?

The survey questions relate to the following measures for **primary schools**:

Participation in sports and extra-curricular activities	Behaviour at school	Effective learning time
Use of ICT for learning	Homework behaviour	Teaching relevance and rigour
Sense of belonging	Interest and motivation	Perseverance
Positive relationships	Effort	Experience of being bullied
Valuing school outcomes	Skills and learning challenge	Advocacy at school
Positive teacher-student relations	Expectations for success	Positive learning climate

The survey questions relate to the following measures for **secondary schools**:

Participation in sports and extra-curricular activities	Homework behaviour	Expectations for success
Skills and learning challenge	Academic self-concept	Behaviour at school
Experience of being bullied	Truancy	Sense of belonging
Interest and motivation	Effective learning time	Aspirations: finishing Year 12, University, TAFE
Positive relationships	Effort	Teaching relevance and rigour
Wellness	Valuing school outcomes	Positive learning climate
Academic buoyancy	Advocacy at school	Advocacy outside school
Positive teacher-student relations	Use of ICT for learning	Perseverance

3. How have schools been selected to take part?

The survey is open to all NSW government schools at no cost to them. Your child's school has decided to participate.



4. How will taking part in this survey benefit my child's school?

The *Tell Them From Me* student survey will provide school principals and school leaders with insight into student engagement, wellbeing and effective teaching practices at their school, from the perspective of students.

Data collected from the survey responses are quickly compiled into reports for school leaders. Principals can then use this information to help them identify emerging issues and plan for school improvement.

5. What does my child need to do to participate in the survey?

The survey typically takes less than 30 minutes and is conducted entirely online through a secure website operated by the survey developers, *The Learning Bar*. Schools will make computers or laptops available so that students can complete the survey during school hours.

6. Does my child have to participate?

No, participation in the survey is optional. Your child will not take part if either you or your child do not wish. If, during the survey, your child is uncomfortable, he/she can choose to stop the survey at any time. The majority of questions in the survey can be skipped. Parents/students have a right to apply for access to, and correction of, a student's information.

7. Will the school be able to identify my child from their responses?

Staff in schools will not be able to identify individual students from their responses. To ensure confidentiality, participating students will receive a unique username and password. Where fewer than five students respond to a question, the results will not be made available.

A small number of staff in the department's Centre for Education Statistics and Evaluation (CESE) will have access to individual student responses for the purpose of state-wide

analysis. Individual students' data will be held on a secure server with access strictly limited to CESE researchers. The researchers are interested in trends only – not in individual student responses. No student will be identified in any publication. No school will be identified unless they have given permission.

8. What sort of analysis will be done on the survey data?

Once the surveys are completed by students, reports are prepared and in most cases are available to schools within three business days. School leaders can use the data to better understand the experiences and views of students at their school. CESE will undertake state-wide analysis of the survey data in conjunction with existing student data held by the department, including performance data.

The results will help all schools better understand the relationship between wellbeing, engagement, effective teaching and student learning. Results from CESE's analysis of this data will also help teachers and principals discuss what works to improve student outcomes. This supports the department's continuing focus on quality teaching and leadership. The data will be retained for future analysis to help us better understand the nature of student engagement and wellbeing over time.

9. Can all school students participate in the survey?

The primary school survey is designed for students in Years 4 to 6. Schools are encouraged to allow as many students as possible in these year groups to participate. Secondary schools are encouraged to allow as many students as possible in Years 7 to 12 to participate.

10. When will the *Tell Them From Me* survey happen?

The surveys will be conducted in all participating schools at the end of Term 1 and (optionally) Term 3/4.



**DEPUTY PRINCIPAL
INSTRUCTIONAL LEADER:**

Writers and Publishers

How proud I am of students around the school who have been working extremely hard, just like J K Rowling does when writing, using different techniques that authors use from around the world.

Year 3/4 have been looking at similes and metaphors, where an object or thing is compared to something else by using “like” or “as”.

Here are some samples:

Eye to Eye by Jada Hall

As I crawled to the icy cold water there was mist as thick as a puffy cloud. Boulders started tumbling down the cliff.

I locked eye to eye with a creature of fear. With eyes like deep pools of death it lived within the deep caves of the volcano.

The volcano was always just calm like trees swaying in the small winds. However, when the volcano rumbles and growls teddy clings tight around my waist like a knot.

The volcano is at the top of the misty mountain where no one goes because that’s where the dangerous creature lives.

Eye to Eye by Levi Cassar

As I climbed the mountain I could see the long drop as if I were a rock climber.

I went past the fluffy clouds that are as fluffy as a bear’s fur, and tasted like cotton candy from the circus.

In the background I could hear a volcano erupting as the lava in the core of the earth was coming out.

As I found flat surface I could see a beautiful creature. I locked my eyes on it and saw its crystal clear eyes.

As I looked at it I could see its teeth that were as sharp as a knife and its fur that is as soft as a teddy’s.

Virtual Tour of Australia

We can’t visit most of these places now, so Year 2/3, have taken a virtual tour around Australia, as part of their geography unit. Students travelled from Sydney to Jindabyne to Kakadu to Exmouth, then onto to the famous Qui Qui Sheep Station and many more. Each student was given a letter of the alphabet and had to research a location within Australia that had a name that began with that letter.

They have since produced a book of Australian places from A to Z, which they are going to share with their parents on a roster system early next term.



Some facts from their book include:

- ◆ The idiot fruit is a rare flowering plant and is only found on Earth in the Daintree Rainforest. It is extremely poisonous.
- ◆ Whale sharks are not actually whales, but just big fish.
- ◆ The Tasmanian Devil can eat up to one third of its body weight in one meal.
- ◆ The Dingo Fence is the longest fence in the world at 5300kms in length

To wrap up some great writing based on the book “Parachute” by Baz Chatfield (Year 2/3). Debbie Booth

The soldier leapt from the plane. His heart fell from his chest. His mouth went slobbery all over the place, as the wind blew him off track. He ripped off his shirt and he was gone. What’s that! He survived because he was wearing a shield. Captain Baz had saved the day!



HPV Vaccine

NSW Health is ensuring that students are safely vaccinated at school during COVID-19.

Information for parents/guardians

NSW Health has been working with education authorities to implement additional measures to ensure that students in Year 7 and 10 can be safely vaccinated during the COVID-19 pandemic.

Program background

In 2020 NSW Health is offering the following vaccines:

While the school vaccination program has been

YEAR	VACCINE	NUMBER OF DOSES
Year 7	Human papillomavirus (HPV)	2 doses at least 6 months apart
	Diphtheria, Tetanus and Pertussis (dTpa)	1 dose
Year 10	Meningococcal ACWY	1 dose

disrupted due to low student attendance, students have now returned to school so we will be proceeding with vaccinations.

Additional measures

NSW Health has implemented additional measures based on expert clinical advice to reduce the likelihood of COVID-19 transmission in school clinics, including:

- health screening of nurses before clinics
- pre-vaccination screening of students
- physical distancing restrictions at the clinic entrance & observation area
- ensuring the number of students and nurses at the clinic does not exceed the maximum allowed

- enhanced hand hygiene by nurses and students
- enhanced environmental cleaning of all surfaces.

What parents/guardians should do

Parents/guardians should ensure that students with influenza-like symptoms do not attend school and are tested as soon as possible (www.nsw.gov.au/covid-19/symptoms-and-testing). There is no need for parents/guardians who have given consent for their child to receive vaccinations at school to take any action.

Parents/guardians who have not provided consent can contact their local public health unit on 1300 066 055 or their school for advice on how to provide consent for vaccination.

When students will be vaccinated

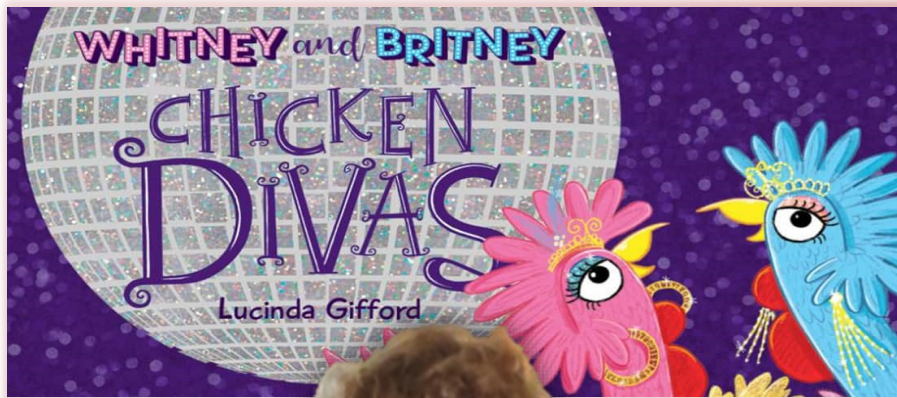
Year 7 and Year 10 students on **Thursday, 13 August**. Year 7 will receive their 2nd dose early in 2021.

More information

Information about school vaccination during COVID-19 is available at www.health.nsw.gov.au/schoolvaccination. *Warren Jones - Head Teacher Wellbeing*



**Health
Pathology**



National Simultaneous
Read
Kindergarten
&
Year 1

Whitney and Britney are two gorgeous chooks, fluffy and silky, with stunning good looks.

Dora is perplexed. Where do her chickens disappear to each night? Little does she know, they are Whitney and Britney - Chicken Divas!

Kindergarten and Year 1 recently participated in the Simultaneous Read. This years book was Whitney & Britney Chicken Divas.

They were then asked to create their own interpretations of Whitney and Britney. You will agree we have some very creative artists in K/1. Well done!






“Now Dora still lives with her two gorgeous chooks, fluffy and silky, with stunning good looks. And during the day they all snooze and they rest.

But once the night falls, they are.....

Foxy and the Chickettes.”




Lucinda Gifford




BULAHDELAH Central School

Strive to Achieve



K-10 Half Yearly Reports
will be handed out in the last week
of Term 2

Next Newsletters for Term 3: 10, 24 August; 7, 21 September
End of Term 2: 3 July

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www.bulahdelah-c.schools.nsw.edu.au
Ph: 4997 4329

“Teachers are torch bearers for mankind, carrying the light of knowledge and passing it from generation to generation.”

