Tildesley Tennis Centenary 1918-2018
Frensham – 3rd Place
Pictured above: Tildesley Team with Staff

Show Cattle Team at the
Sydney Royal Easter Show
Pictured right: Miriam Hopkins & Neville,
Isabella Ross & Nicco

WWS Staff Professional Learning Day
with Mark Church, Educational consultant for
Harvard Graduate School of Education:
Project Zero Cultures of Thinking initiative
(pictured below)
Teaching and Learning - Academic Excellence - update

I am pleased to note to parents our progress this term in two key areas that are generating educational interest globally, and are driving our priorities for School improvement:

1. Research about personalisation of the curriculum and the high school pathways possible.
2. Research around wellbeing and mindset and emotional intelligence: about building learning capacity in all students and celebrating independence of student decision-making, with parents.

1. Personalised Learning Plans (PLP)

‘What is worth learning for a good life in a complex, changing world?’ [David Perkins, Harvard]

Currently, apart from differentiation within the classroom and options within core subjects, around 20% of Frensham students are on a structurally personalised plan of some kind – recognising needs for accelerated learning, specialisation, individualised courses, access to external subjects and elite musical or sporting talent.

In 2018, with the introduction of the Frensham Stage 5 Personalised Learning Plan Elective subject (PLP) students have the opportunity, with the support and oversight of a staff member, to personalise their learning pathway and develop a customised and rigorous course of study to meet specific learning needs or goals. Currently there are 30 Year 9 students undertaking a PLP Elective, for seven fully-supervised lessons per two-week timetable cycle.

To date, 2018 PLPs include:

1. study of a course offered at Year 11 (where timetables allow) e.g. Year 11 Physics, Year 11 Business Studies
2. enrolment in an online course delivered by an external provider, including Karabar Distance Education, NSW School of Languages, Stanford University
3. election to focus on specific literacy or learning needs (linked to the existing Language Studies model for Years 8, 9, 10)
4. use of PLP lesson time to meet the requirements of a demanding Music programme - including multiple instruments and AMEB examination preparation
5. approval to undertake an academic project of interest that links to an existing area of study
6. acceleration into a higher level course of study (for highly able students) – as per existing curriculum model

2. ‘Growth Coaching’ for enhanced performance – Year 10, 2018 pilot programme

The research is clear: we must work in partnership with parents to ‘set the stage’ for what children will value at School. For example, we need parent/school alignment on the beliefs that: ‘everyone can improve their ability to learn’ and ‘students must be accountable for their actions’.

The Frensham Growth Coaching project, developed by Dr Ruth Phillips (Academic-in-Residence) with Ms van Gogh and our Studies Team, aims to provide students with the support to empower them with the character and skills to enhance their performance – academically and in all aspects of their daily lives. Our approach combines an understanding of behavioural psychology and developments in positive education (including Grit and Growth mindset) to add support for the development of independent, confident learners with the skills to thrive in a contemporary-schooling context and in the post-school world. These skills include: increased self-confidence and self-awareness; improved relationships; better decision-making; the ability to set and attain meaningful goals; the ability to cope in challenging circumstances; and, greater resilience when challenged.

Through mentoring, we have been applying the coaching principles to our work with senior students for many years, and are now directing our attention to Year 10, in an extended, highly focused way. For Year 10, our definition of coaching (a one-to-one conversation) highlights the intent of coaching (self-directed learning and development) and the outcomes of coaching (self-awareness and responsibility).

ALSO:

(i) This week also, Deputy Head, Mr Geoff Marsh and Director of Special Projects, Ms Wendy Rowan met with key staff from Wollongong University to consider ways to build on our current connections – in the areas of academic coaching, specialised studies in and beyond the curriculum and teacher education.

(ii) Dr Ruth Phillips will conduct next week an accredited professional learning workshop for all teachers (Gib Gate and Frensham) in a project devised for us, to develop K-12 skills in Academic Writing.

(iii) At our recent whole-School professional learning day led by Mark Church (Harvard) we acknowledged the positive outcomes of four years of work with him, a result of Ms Kate Chauncy’s initiative to develop and nurture this link.

Teaching staff must be acknowledged for their willingness to lead in the process of evaluating and developing our ‘next practice’, from a research-based perspective.
Acknowledgement to:

- **Tildesley Tennis** Team members and Coach Justin Taylor, with strong student leadership by Eliza Treloar (C) and Georgia Gardner (VC) for their success at this year’s event, with Frensham placing 3rd overall;
- Members of the Holt Farm Show teams, and students in the Young Judges finals at the **Royal Sydney Easter Show**, for their excellent results (full details appear in the Agricultural Report);
- Recent Girdle recipient Sabrina Stephenson (**Service**);
- Duke of Edinburgh’s International Award recipients: **Bronze** – Sarah Davies, Sarah Manwaring (Year 10); **Silver** – Zoe Renowden, Charlotte Lalak (Year 11);
- Finalists in IGSSA Tennis and Softball, competing this weekend in Sydney;
- All involved with the recent **Highlands Schools’ Music Festival**, including those on stage, and the technical crew. The **Highlands Schools’ Music Festival** featured students from local schools Bowral High, Moss Vale High, Chevalier College, Southern Highlands Christian School and Frensham. The schools came together for the first time on the day of the Concert, for a full day of preparation. Frensham was represented in all six Concert segments: Concert Band, Stage Band, Choir, Orchestra [Miss Sinden conducting], Orchestra and Choir combined, Orchestra, Band and Choir combined [Mr Spencer conducting].

The evening offered a powerful message about education as we watched teenagers striving for the highest standards through collective effort. Clearly, the students and staff involved thoroughly enjoyed the sense of community achieved...and for the audience it was incredibly moving.

Julie A Gillick
Head of Frensham
Head of Winifred West Schools
## Parent / Community News

### Frensham Advisory Committee 2018

- Mrs Caroline Begg
- Mr David Cullen
- Ms Ruby Curtis
- Mrs Penny Hanan
- Mrs Kiki Hill
- Mrs Erica Holcombe
- Mr John Hopkins
- Mr Simon Logan
- Mrs Angela Macken (Sec)
- Mrs mChelle McGufficke
- Mrs Nicola Robertson
- Ms Jo Thomson (Chair)

### Gib Gate Advisory Committee 2018

- Mrs Sara Moylan
- Mrs Rowena Bendror (FOGG)
- Mrs Chelsea Doyle
- Mr David Griffin (Chair)
- Mrs Kate iori
- Mr Trent Johns
- Mrs Tanya Gregory
- Mrs Denise Telford
- Mrs Lucy Wilson

### Term Dates 2018 – Gib Gate and Frensham

<table>
<thead>
<tr>
<th>Term 1</th>
<th>Gib Gate &amp; Frensham</th>
<th>Wednesday 31 January-Thursday 12 April, 3.00pm</th>
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<td>(Boarders always return evening before classes start)</td>
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<tr>
<th>Term 2</th>
<th>Gib Gate &amp; Frensham</th>
<th>Monday 30 April -Thursday 28 June, 3.00pm</th>
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<tr>
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<td>(Year 10 Work Experience ends Friday 29 June)</td>
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<tr>
<th>Term 3</th>
<th>Gib Gate &amp; Frensham</th>
<th>Tuesday 24 July-Thursday 27 September, 3.00pm</th>
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<tr>
<th>Term 4</th>
<th>Gib Gate: Monday 15 October-Friday 7 December 3.00pm</th>
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<td>Frensham: ends Sunday 9 December 12.00pm (after 11.00am Carol Service)</td>
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### 2018 Parent Weekends – Confirmed dates for attendance of all students Years 7-12

**Term 2:**
- Year 8: Saturday 19 May-Sunday 20 May
- Year 12: Saturday 2 June-Sunday 3 June
  - WWS Birthday – Friday 1 June
  - Frensham’s 105th Birthday – Sunday 3 June

**Reminder – all of Years 7-12 attend all Parent Weekend Services**

**Term 3:**
- Year 11: *Saturday 11 August-August 12 August
  - [Year 10 Latin Week]
  - Saturday 11 August – Year 10 planning for Senior Studies (with parents on Saturday)]
- *Saturday 11 August – Annual Dinner – WWS Foundation

**Year 9:**
- Saturday 1 September-Sunday 2 September
  - [Date aligned to HSC Visual Arts/Design Tech Exhibition]
- **Saturday 1 September Father-Daughter Ball**

### Ranier Uniform Shop ~ 2018 ~ Winter Uniform

- The last Trading Day for Term 1 will be Thursday 12 April
- There will be an additional trading day on Friday 27 April – 9.00am-3.00pm

All fittings for uniforms are by appointment, during shop hours:
- Mondays and Thursdays 12.00pm-5.00pm

**Shop Manager:** Mrs Michelle Wynn. To order items, please call the Shop: (02) 4860 2136 [BH] or email: frensham@ranier.com.au

**Clothing Pool** will be open on Thursday 12 April and Friday 27 April – for an appointment please contact Michele Scamps: +61 2 4860 2000 foundation@frensham.nsw.edu.au
Congratulations to Jane Cay (Boyce, 1995) from birdsnest who achieved Number One in the 2018 Internet Retail Top 50 people in e-Commerce recently. Jane is the CEO and Founder of birdsnest, which is one of the most successful online retail businesses in the country.

Following her studies at Frensham, Jane graduated with a Commerce degree from the University of NSW. She then worked as an e-business consultant with IBM in Sydney and Canberra, before she and her husband moved back to her home town of Cooma, where they bought a farm and a local clothing store. From a traditional bricks and mortar store servicing a country town, Jane launched birdsnest.com.au in 2008 and started sending parcels to women all over the country and beyond. The online fashion store has consistently innovated and held a place in the top 100 e-commerce sites in Australia, with over 95% of sales now coming from online orders.

Jane attributes the team culture and their personalised service to birdsnest's success, with over 80% of revenue coming from repeat customers (every online order comes with a handwritten note). birdsnest has won the Best Online Customer Service Award in 2015 and 2016 at the ORIA's (Online Retail Industry Awards), plus the ORIA 2017 Innovation award. In 2017 birdsnest was also named the fourth best place to work in Australia for companies with over 100 employees, following its eighth place in 2015 for the under 100 employees’ category (BRW Great Places to Work or Study).

As part of Jane’s Frensham 104th Birthday Service Address, she noted:

*People often ask why I think our business has thrived in such an internationally competitive field as fashion and I simply say - that apart from luck - it is because we have a team that truly care - they care about each other, their roles and the women we are serving. You could definitely say that it is ‘in love, that they serve’*

*At Frensham, we talk about the school motto and spirit and in a business environment people talk about an organisation’s culture. They say, and I agree, that when it comes to business success - culture eats strategy for breakfast.*

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**Save the Dates:**

- **Sunday 20 May** 40 Year Reunion, Coordinator Carlie Broun (Lavender)
- **Saturday 2 & Sunday 3 June** 5 Year Reunion, Coordinator Emma Murphy
- **Wednesday 13 June** Fellowship AGM & Dinner, venue tbc
- **Saturday 23 & Sunday 24 June** 10 Year Reunion, Coordinator Alice Bowman
- **Saturday 1 & Sunday 2 September** 30 Year Reunion, Coordinator Diana Fraser
- **Saturday 22 & Sunday 23 September** 20 Year Reunion, Coordinator Xenia Warre
- **Friday 26 September** Sydney Cocktail Reception, tbc

We always like to keep you informed of what's happening, so please remember to update your details with us when you move or change email and/or telephone numbers.

For a full list of events and Reunions, please visit: [www.frensham.nsw.edu.au/community/fellowship](http://www.frensham.nsw.edu.au/community/fellowship)
WWS FOUNDATION News

Online Silent Auction to support Foundation’s Annual Dinner
The online Silent Auction that was run in conjunction with last year’s Iris Country Fair was a great success as it allowed those who could not attend the Fair the opportunity to bid. In support of the Annual Dinner, Foundation is asking our community to again support this year’s Silent Auction with donations and bids.

Suggestions for Silent Auction items:
- Items that cover all age groups, interests and price points.
- Holiday Houses and those things *that money just can’t buy* are always very popular.
- No item is too small or too large.

To make a donation, please contact Michele Scamps – mscamps@frensham.nsw.edu.au.

WWS FOUNDATION ANNUAL DINNER 2018

Save the Date
Saturday 11 August 2018 ~ Frensham Dining Room

For more information on WWS Foundation, please contact: Michele Scamps +61 2 4860 2000
foundation@frensham.nsw.edu.au

GIB GATE News

The Easter break provided Year 5 and 6 students and staff some well-earned recuperation following an active OEG Camp last week. Perfect weather during camp saw students enjoying the full programme, which included orienteering, abseiling, canoeing, low ropes and initiatives, cave ladder climbing, mountain bike riding and the ever popular flying fox. Based at the Biloela site, the students learnt to appreciate the natural environment under the care of experienced Outdoor Education educators and staff. Facing daily challenges, the students were encouraged to step out of their comfort zones, meet personal goals and support one another. An outstanding experience for all, students led the entire programme, being responsible for sharing leadership roles in using maps and compasses to guide their groups each day, prepare breakfast, lunch and dinner, share the load of carrying daily supplies, and manage the daily hygiene requirements for all. All students came away from the experience having learnt how much we can ‘do without’ and with a newly gained appreciation of the comforts they enjoy at home.

*Pictured: Imogen O’Riordan and Luca De Manincor (Year 6)*

Ms Sally Robson, Head of Gib Gate
National Assessment Program – Literacy and Numeracy (NAPLAN) 2018 Information for Parents and Carers

In May 2018, the National Assessment Program – Literacy and Numeracy (NAPLAN) will be completed by students in Years 3, 5, 7 and 9. NAPLAN has the support of all State and Territory Education Ministers and will assess the literacy and numeracy skills of students across Australian schools. The results of the tests will provide important information to schools about what each student can do, and will be used to support teaching and learning programs. Parents will receive a report indicating their child's level of achievement. Each student's level of achievement will be reported against the national minimum standard.

Student background information (name, gender, date of birth, language background and Aboriginality) will be collected as part of the National Assessment Program. This information is treated confidentially and held securely to ensure that every student's right to privacy is maintained.

The NAPLAN tests will be conducted in Week 3 of Term 2 from 15-17 May 2018. Please note that ALL NAPLAN Tests conducted at Gib Gate will be **PEN & PAPER this year.**

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<td>Reading test 45 minutes</td>
<td>Numeracy test 45 minutes</td>
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<td>Writing test - 40 minutes</td>
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In the Numeracy tests students do not require any measuring tools such as rulers or protractors. In Years 7 and 9 there will be one Numeracy test with two parts: in Part A calculators are allowed and in Part B calculators are not to be used. For the calculator test, the student will use the calculator that they currently use at school.

In NAPLAN writing tests, students are provided with a writing stimulus or 'prompt' and asked to write a response in a particular text type. Students sitting NAPLAN are tested on either narrative or persuasive writing. There is one prompt for Years 3 and 5.

On Friday 18 May, a 'catch-up' day is scheduled for students who missed a test or were absent on a test day. Students may be considered for exemption from the tests if they:

- are newly arrived in Australia (less than one year before the test) and with a language background other than English, or
- have significant intellectual disability and/or significant co-existing conditions that severely limit their capacity to participate in the tests.

All other students are expected to participate in the tests. Disability adjustments which reflect the student’s normal level of support in the classroom may be provided. Large print, braille, coloured-paper versions and electronic tests, are available to meet the needs of individual students.

Access to disability adjustments or exemption from the tests must be discussed with the Head, and a parent or carer consent form must be signed.

Students may be withdrawn from NAPLAN by their parent or carer. This is a matter for consideration by parents in consultation with the Head. If you wish to withdraw your child from the tests, a parent or carer consent form must be signed.

Additional information about NAPLAN can be found at [http://www.nap.edu.au/naplan/parent-carer-support](http://www.nap.edu.au/naplan/parent-carer-support)

We stress that we do not believe in the value of excessive preparation for NAPLAN beyond teaching the NESA Curriculum and familiarising students with the NAPLAN process. Parents and carers are welcome to discuss any questions they may have with Ms Sally Robson or Ms Kate Chauncy.

**Ms Kate Chauncy, Director of Teaching and Learning, P-12 and Coordinator of Gifted and Talented Programmes**

**Enrichment/Activities**

Grandparents' Day - On Friday at 9.30am in Gib Gate Hall, students from Preschool to Year 2 will present an Assembly for their Grandparents and special visitors. Year 2 students will lead the Assembly as part of their leadership responsibilities, and each class presents some of their work. After the assembly, guests are invited to visit the classrooms and share morning tea in the courtyard.
Extra-curricular enrolment forms are published on Schoolbox. Please return enrolment forms before the end of term to ensure your child’s place in Term 2 activities.

Mrs Anne Graham, Gib Gate Coordinator (Administration)

Sport

Cross Country

The Gib Gate Cross Country Carnival was held on a perfect running day with many students performing well. The Gib Gate Cross Country teams for two representative Carnivals were selected. Gib Gate hosted the SHIPS (Southern Highland’s Independent Schools) Carnival on Wednesday with students from seven local schools running. The IPSHA (Independent Primary School’s Heads Association) Carnival is on Saturday 7 April at The King’s School.

Pictured from left to right: York Doyle and Gretel Wansey (Year 4), Ewan McLaughlin (Year 4) at the Gib Gate Cross Country Carnival.

Winter Sports

Information about the Hockey and Soccer teams for the Winter competition is available on Schoolbox. Games and training for Gib Gate teams commence in Term 2. Please contact Mr Standen for further information regarding Winter Sports.

Mr Michael Standen, Co-ordinator of PDHPE and Sport

Preschool (Pre-Kindergarten)

The process of transitioning to Kindergarten is started early in the year so that it is a comfortable and natural progression for students. Beginning this process, the Preschool students were enthused to participate in a tour of Gib Gate. Kindergarten and Year 2 students provided the Preschool students with carefully prepared Mathematics activities, that were age appropriate and thought provoking and designed to develop fine motor skills. The older students were welcoming and kind in their interactions with the younger children. Mr Standen took Preschool students through a condensed Physical Education lesson in the Gib Gate Hall and the students were able to show their parents some of their favourite games, including the parachute. Year 6 with patience and understanding helped Preschool students make airplanes. Ms Robson encouraged parents to tour the School so they become familiar with the wider Gib Gate campus, something their children are already comfortable with given their weekly participation in specialist classes across the campus.

When students returned to Preschool they decided that a thank you letter should be made for each group who welcomed them. The Preschool children are effective communicators and they quickly adapted their skills to the task of thanking the older students. Drawings portrayed the activities the students participated in and the children asked Mrs Loker to write certain words on the thank you cards. A visit to deliver the letters reinforced how important it is to acknowledge kindness and demonstrate appreciation. Pictured from left: Rose Dent and Mrs Dent, Oliver Di Bartolo and Lincoln Wahlin, the Thank You letter.

Mrs Tinna Loker, Preschool Coordinator
Sturt Gallery Exhibition Programme 2019
Sturt is inviting proposals for exhibitions in 2019. Full details can be found at http://www.sturt.nsw.edu.au/get-involved/exhibition-proposal. This is an opportunity to see your exciting and challenging ideas in the world of art and design come to fruition.

New ceramics weekly class at Sturt Pottery
By popular demand, we have established a new weekly class in Ceramics that is held on Saturdays from 10.00am to 1.00pm, which started on 17 March. The class is led by well-known maker and National Art School teacher, Louise Boscacci, who offers a mixed class, with both hand building and wheel work opportunities.

Louise Boscacci is a practising artist and innovative educator in ceramics who has exhibited widely in Australia for the past two decades. She is an alumna of the National Art School in ceramics and photography. Her works can be found in the collections of the National Gallery of Australia, Newcastle Art Gallery, Campbelltown Arts Centre, University of New South Wales and University of Wollongong, as well as numerous private holdings in Australia, the UK, the USA and Hong Kong. She was a recipient of the Australia Council's London Studio Residency in 2009-10, where she researched aspects of ancient and contemporary ceramics in England and Italy. In 2010 she was an invited Australian master artist at Clay Energy, Gulgong, the international ceramics event hosted by the late Dr Janet Mansfield and family. Louise is currently engaged in making big sonorous bowls, a series of which was exhibited in the exhibition Turn Turn Turn at the National Art School Gallery in 2015. Visit her website at www.louiseboscacci.net

Residencies in 2018
An exciting programme of residencies in 2018 included a visit in February by three male artists from Ernabella to work in Sturt Pottery. We will also welcome two graduate residents from ANU School of Art – Nikki Chopra (ceramics) and Rose Keightley (furniture) as well as a professional artist residency later in the year by fine furniture maker, Chance Coulter, from the US.

Winter School 2018 – Monday 9-Friday 13 July
Courses are filling fast! There are 16 courses on offer for adults and daily classes for children. The full programme is on the Sturt website and the brochure is now available. A reminder that we offer competitive accommodation and meals packages, making our Winter School a unique cultural experience.

Classes on offer: Drawn to Nature, Landscape in Watercolour, Painting, Botanical Drawing, Non-toxic Printmaking, Saori Weaving, Wild Knitting, Contemporary Embroidery, Textiles – printing for texture, working in metal, Basketry in Sculpture, Figurative Sculpture in Clay, Woodwork – Stool Making, Carving spoons, Paper Sculpture and Working with Clay. For children, we have a daily programme that includes painting, mixed media, weaving, and clay.

Events
Chatoyance – New work by members of Studio Woodworkers Australia, until 8 April

I am of you – Contemporary sculptural basketry by Catriona Pollard - 15 April to 3 June
Stunning new work by Catriona Pollard using organic material to create powerful sculptural works. Pollard uses foraged and discarded plant material and traditional basketry and assemblage techniques to present nature in a fresh new light for the viewer. I am of You offers glimpses of shapeshifting natural forms, from unnoticed branches, leaves and seedpods into shapes that move you; that celebrate the abundance of nature and our place in this universe," Pollard says.

The exhibition will be opened on Sunday 15 April at 11.00am by special guest Natascha Moy, Chair of the Eastside Radio Board.

Full details of all Sturt courses, exhibitions, residency programmes and events can be found on the website www.sturt.nsw.edu.au, or to make a booking or enrol call Sturt Shop on +61 2 4860 2083 or email shop@sturt.nsw.edu.au

Mr Mark Viner, Head of Sturt
Term 2 Extra-Curricular Forms are now available on Schoolbox. Please note that we assume your daughter will continue with her Term 1 Music and Tennis lessons unless you notify us of changes.

All other extra-curricular activities require a new form to be filled out. If you wish to enroll your daughter in a new activity in Term 2, please complete an enrolment form on Schoolbox. Any changes to extra-curricular involvement need to be made in writing.

The Term 2 Calendar is also available on Schoolbox. Students will be taken through the calendar on the last day of Term 1. Although only nine weeks long, Term 2 contains:

- The Year 8 Parent Weekend
- The Year 12 Parent Weekend
- The Queen's Birthday Public Holiday Weekend
- IGSSA Cross Country in Week 3
- Years 7 and 9 NAPLAN Tests in Week 3
- Year 8 participation in a Drug Forum
- Year 10 Work Experience attendance in Week 9

Mr Geoff Marsh, Deputy Head

Boarding News
The final weekend of the term is a Closed Weekend, providing all Boarders with the opportunity to participate in activities with their Year Group whilst strengthening relationships across all years.

End of Term 1 and Start of Term 2 Travel
End of Term Travel and Start of Term Travel are facilitated by the Secondary School Transport Scheme (SSTS) – and the deadlines for submission of details and for final bookings are theirs. [Please note: Bookings closed two weeks ago for End of Term 1 and Start of Term 2 travel and SSTS will not accommodate late requests.]

If your daughter’s travel arrangements change over the vacation period and your daughter does not require the SSTS booking that has been made for her, please cancel the ticket by calling 13 22 32 (as noted on your daughter’s ticket).

Also – we know that girls are aware of the luggage restrictions that apply – and we continue to work with them to ensure the requirements are met. (Coach Drivers are under significant pressure to adhere to the limits published.)

All information is clearly stated on your daughter’s ticket which she will be given during the last week of term.

Please note, Houses will be open from 5.00pm on Sunday April 29 in preparation for the commencement of Term 2. Please contact boarding@frensham.nsw.edu.au should your daughter need to return to school before this time, so that prior arrangements can be made.

Mrs Tanya Vaughan, Director of Boarding; Mrs Amanda Wansey, Deputy Head of Boarding

Director of Teaching and Learning
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All other students are expected to participate in the tests. Disability adjustments that reflect the student's normal level of support in the classroom may be provided. Large print, braille, coloured-paper versions and electronic tests, are available to meet the needs of individual students.

Access to disability adjustments or exemption from the tests must be discussed with the Head, and a parent or carer consent form must be signed.

Students may be withdrawn from NAPLAN by their parent or carer. This is a matter for consideration by parents in consultation with the Head. If you wish to withdraw your child from the tests, a parent or carer consent form must be signed.

Additional information about NAPLAN can be found at [http://www.nap.edu.au/naplan/parent-carer-support](http://www.nap.edu.au/naplan/parent-carer-support)

We stress that we do not believe in the value of excessive preparation for NAPLAN beyond teaching the NESA Curriculum and familiarising students with the NAPLAN process. Parents and carers are welcome to discuss any questions they may have with Ms Kate Chauncy, Mr Geoff Marsh, Ms Kate Chauncy or Ms Janene van Gogh.

Ms Kate Chauncy, Director of Teaching and Learning P-12; Coordinator of Gifted and Talented Programmes P-12

**Director of Studies**

As the Term comes to an end next week, most girls have completed the Term 1 formal assessment programme and will have already received, or will soon, receive feedback on their work. The formal assessment programme is designed to complement classwork, both of which are equally integral to student learning.

Feedback is an important part of assessment and has been described by John Hattie as “the most powerful single moderator that enhances achievement”. The main objectives of feedback is to:

- Justify to students their mark/grade against the standards set
- Guide students on how to improve
- Motivate students to act on the improvements suggested
- Develop students' capacity to evaluate and regulate their own learning

Feedback needs to be constructive so that students know how to move forward; and meaningful, so that it targets individual needs linked to specific criteria. Feedback is valuable when it is received, understood and acted on. How students analyse, consider and act on feedback is as important as the quality of the feedback itself. Through their interaction with the given feedback, students come to understand how to develop their learning.
Encourage your daughter to talk about “what next” when she receives feedback. What will she do next time in response to the comments about her work, so that she can improve? Can she answer the following questions about the feedback she received?

- How did I perform overall?
- In what areas did I do well? How can I maintain this success in the future?
- In what areas do I need to improve? What can I do to raise my performance in these areas?
- Are there any other goals I can set myself in the future?

Ms Janene van Gogh, Director of Studies – in Residence

English and Drama

Drama Excursion: The Resistible Rise of Arturo Ui

On Wednesday 11 April, Year 10 and 11 Drama students will visit the Roslyn Packer Theatre for a production of The Resistible Rise of Arturo Ui by Bertolt Brecht, starring Hugo Weaving and directed by Sydney Theatre Company's Artistic Director, Kip Williams. Bertolt Brecht called The Resistible Rise of Arturo Ui a ‘parable play’. It was written in 1941 when he was in exile from Germany. Ui allegorises Hitler’s rise to power, recasting him as a greedy 1930s Chicago gangster, turned politician.

Brecht enjoyed the cinema, and the Sydney Theatre Company production of Ui makes extensive use of cinematic devices, both as homage to the playwright and as an alienating technique. The use of film in this production directly complements the play's major thrust. Ui asks the audience to critically consider the mechanisms that allowed Hitler's rise to power. Film was critical in the propaganda promoting the Third Reich. The cinematic conceit also helps a contemporary audience to understand the dense allusions and intertextuality of Brecht's writing.

Along with Constantin Stanislavski, Bertolt Brecht was one of the two most influential figures of 20th century theatre, and the most significant practitioner since World War II. Brecht's theories for the stage, including his well-known epic theatre form and distancing techniques, made him a force to be reckoned with. Brecht's techniques of alienation are studied in Year 10 as part of their Playbuilding unit on political and documentary theatre in Term 2, whereas Year 11 students have been analysing the impact of Brecht's approach on contemporary audiences.

This cinematically inclined production of The Resistible Rise of Arturo Ui will win Brecht new fans amongst young audiences, encouraging them to see theatre as having an inherently political potential, just as Brecht would have wanted.

Birthday Play

Rehearsals are underway for this year’s Birthday Play, The Importance of Being Earnest. Performances will take place Week 5, Term 2 on Thursday 31 May and Saturday 2 June, at 7.30pm in Clubbe Hall. Oscar Wilde’s witty comedy has been called a trivial farce for serious people. The questions of marriage, societal expectations and the privileged life of the wealthy, is rich material in the hands of this celebrated writer. The talented cast is currently grappling with the vocal and timing skills needed for this fast-paced play. Working together with director Ms Shannon, the cast and crew are excited to meet these challenges.

Mrs Sally Hannah, Head of Drama

English

The success of your presentation will be judged not by the knowledge you convey but by what the listener receives – Lilly Walters

Public speaking is a skill that almost everyone is required to exercise at some time, yet which is often approached with some degree of anxiety. Almost all university courses and professions necessitate a presentation of information at some point, as do many subjects in school. Over the past few weeks, Frensham senior students demonstrated confidence in conveying knowledge of their texts in highly engaging oral/visual presentations, with little evidence of glossophobia (fear of public speaking).

Nearing the completion of their Reading to Write: Transition to Senior English common module, the four Year 11 English classes combined into two groups to share individual presentations that explored connections between an extended literary written text of the student’s own choice, and one of the short texts from a booklet that was studied in class. The three-minute time limit demanded a tight focus for the comparison of the texts, with topics ranging from ‘The role of race in perceptions of identity’ to ‘Society’s impact on women’ serving to frame a discussion of the two texts’ similarities in theme, character, setting or plot development. A strength of many of the presentations was the quality of the student's chosen literary text. The diversity of those texts revealed the extensive reading habits of the student group, with selections as diverse as Yann Martel’s 2001 Booker Prize winning novel, Life of Pi; Oscar Wilde’s 1890 philosophical novel, The Picture of Dorian Gray; and Ian McEwan’s 2001
metafiction, *Atonement*. A particularly positive outcome from the style of assessment task was the students’ appreciation of their peers’ choices, with the number of books on each student’s ‘must read’ list increasing with each presentation.

A further successful series of class presentations were performed by Year 12 English Standard students, who each explored connections between distinctively visual elements in a text of their own choosing and those in the prescribed drama text, *The Shoe-horn Sonata*. In well-prepared speeches, visually supported by slides, the students demonstrated skills in comprehension, analysis, interpretation and evaluation. From this style of assessment, the students were able to share information about how the composers of a wide variety of texts use visual language techniques to shape our perceptions of others and the world.

Year 12 English Advanced students were recently required to compare texts in an oral/visual presentation. In four-minute oral podcasts visually accompanied by slides, students discussed connections between Virginia Woolf’s 1925 novel, *Mrs Dalloway* and Stephen Daldry’s 2002 film, *The Hours*. Their presentations demonstrated strong understanding of the effects of context, purpose and audience on the shaping of meaning.

In comparing Woolf’s modernist novel with Daldry’s postmodernist film, students focused on concepts that included the challenge of mortality, consequences of individual choice, and representations of truth. Overall, the presentations were thoughtful and insightful in their consideration of ideas, values and attitudes in each text, and how their representation is shaped by the composer’s individual social, cultural and historical contexts. Importantly, connections the students explored between *Mrs Dalloway* and *The Hours* revealed continuing issues of concern to humanity that transcend time and culture.

Speakers who are confident and well-informed have the capacity to enrich their own and others’ personal and professional lives, and the outside world. Personal benefits for the speaker include building confidence in communication, and honing critical-thinking skills. Through class presentations, speaking competitions and opportunities to speak at events such as parent weekends, all Frensham girls are well prepared to make the most of opportunities to demonstrate their oral skills in post-school lives.

**Ms Jennie Mickle, Director of English**

**French**

*Allez, on y va!* All French classes from Years 7 to 12 Extension have had a most successful start to the year, and with assessments now over, the last weeks of term provide valuable time and opportunities to review and revise coursework. In Year 7, girls have been surprised at the number of expressions appropriated from French which are used every day in the Australian vernacular. Where would we be without cafés, restaurants and *savoir faire*, to name a few? A variety of games are helping junior students learn to master the basics of grammar, and simple situational vocabulary, as they pursue their discovery of the French language. A highlight noted by students this term has been the opportunity to practise their oral skills by speaking with Mme Chabert. *Bravo* to all students of French throughout the School who have applied themselves enthusiastically to their studies, fully prepared to embrace the challenges ahead next term. We wish everybody *une bonne fin de trimestre*!

**Mademoiselle V Akins and Mesdames R Chuvand and C Wallis, French teachers**

**Latin**

Year 8 Latin

As part of the core curriculum, students in Year 8 have the opportunity to study Latin. All students begin in Term 2 with the same course and in Term 3, differentiation will be facilitated by offering a slightly modified, scaffolded version of the existing workbook to aid some students’ translation skills. Both versions of the course include language and cultural study.

The K-12 Latin Syllabus takes into account the diverse needs of all students and demonstrates how they can meet outcomes independently and with support. Frensham’s Year 8 programme is differentiated to fulfil the goals of the syllabus.

There are several important reasons why Frensham students, are given the opportunity to study Latin:

- Contemporary research and practice have established a clear link between the learning of a language and improved literacy skills. This alone is a significant reason for any Stage 4 student to study Latin.
- The process of teaching and learning language focuses on linguistic systems and patterns, leading to developing enhanced mental dexterity, which in turn leads to the development of skills in critical and analytical thinking. So the study of Latin, even for a short period of time, should contribute to a student’s intellectual enrichment.
- Latin is the key to the Romance languages and has a profound impact on the vocabulary and grammar of European languages, especially English.
For most Frensham Year 8 students, the study of Latin is a new experience. There is no preconceived history by either students or teachers of what an individual can do. The expectation should not be that students will reach a single standard of achievement but that the learning in this course will help students to learn more effectively, as well as acquire set knowledge.

Ms Liz Stephenson and Miss Victoria Akins, Teachers of Latin

Human Society and Its Environment (HSIE)

Study Highlights

Year 7 World Studies students have been working on their assessment task, focused on explaining the significance of an important pharaoh, a key skill for historians to learn. This assessment also has a strong focus on the structure of formal writing so that students are exposed to structures they can use in written communication to express their ideas clearly and concisely, supported by evidence. Year 8 girls have started their study of Japan and the Shoguns and are focusing on analysing primary sources as evidence for daily life and social structure. Again, this fundamental skill used by historians is one acquired through practice in order to learn how to explore sources effectively.

Year 9 girls have started their examination of the First World War. Beginning with how the war started and moving onto examine the issue of stalemate, the study of the First World War is often an exploration of cause and effect, with students trying to understand how and why such a devastating war could have occurred when most countries did not want it. Year 10 students are about to sit their first assessment task, which focuses on a study of human rights and freedoms in Australia. They are researching specific issues that led to an increase in the rights of Aboriginal and Torres Strait Islander peoples and the extent to which these increases were, or were not, significant in that context.

Year 9 Elective History students are continuing their study of Apartheid in South Africa, and Year 10 Elective History girls are beginning to examine features of terrorism and terrorist acts. Recent memorial speeches and obituaries of people related to topics studied in the Elective History courses have provided opportunities for the students to reflect on the legacy of people and the extent to which individuals can make a difference in society.

Year 11 Modern History girls have commenced their study of the fall of the Romanov dynasty, reflecting on the nature of autocracy in Russia, a current issue in today’s world. Year 11 Ancient History students are about to commence their study of Palmyra, an ancient kingdom whose archaeological remains were partially destroyed by ISIS in 2017. Year 11 Geography girls have completed their first assessment task on natural resource use and are working steadily on their Geography Research Projects. This week, Year 11 Business Studies students undertake the first assessment task, on The Nature of Business, this week. Year 11 Economics students are examining demand and supply, developing an understanding of the most fundamental concept in Economics.

Year 12 Modern History girls are studying Stalinist Russia and the methods by which Stalin controlled the Soviet Union leading up to the outbreak of the Great Patriotic War. Year 12 Ancient History students have finished studying daily life in Pompeii and Herculaneum and are focusing on the evidence of religion and death in those cities. Year 12 Geography girls are studying urban dynamics and features of urbanisation. Year 12 Business Studies students are soon to start examining case studies of Financial Management to explore this aspect of the subject in greater detail. Year 12 Economics girls are studying inflation and how its impacts the economy.

Honour Our Fallen

Frensham has been invited to participate in recognising soldiers who have fallen in the line of duty. Two students in Year 11 Modern History, Elvira Berzins and Gina McGinnis, are researching the soldiers buried in two local cemeteries. They are recording the soldiers’ service, honours and significant features of their careers, so that this can be recorded for posterity. The students will participate in the laying of flags on these gravesites in preparation for Anzac Day. This is a new initiative and the work done by Elvira and Gina will be preserved so that those soldiers can be recognised in future years.

Dr Stephen Clarke, Head of HSIE

Mock Trial

This year’s Mock Trial Team comprises a group of enthusiastic students who are clearly dedicated to performing well. The Team’s Solicitor is Gina McGinnis, the Magistrate’s Clerk is Isabella Allen, the two witnesses are Sophie McLean and Adelaide Darvall and Barristers are Imogen Senior and Harper Northam.

Round 1 of the State Mock Trial competition was a practice round and was held at the Frensham Drama Studio on Thursday 22 March. Frensham contested Oxley College and was the prosecution in a case involving grievous bodily harm. Both teams performed admirably and while Frensham won the case, and the Oxley defendant was guilty of harming our victim, Sandy
Smith (Sophie McLean), ultimately, Oxley College won the point score. This practice round has served to alert the team members to the demands of being in a Mock Trial Team and has promoted a commitment to work on strategies to achieve the best possible outcomes for the next round.

All team members are to be commended for their enthusiasm and enjoyment of the Trial.

Ms Judy Bradley, Mock Trial Co-ordinator

Jamieson Programme

Year 7: In Frensham Studies, students are using a map drawn by Miss Bryant (second Headmistress) in 1938, to determine the physical changes that have been made to the School during its history.

Year 8: So far this term, four groups of Year 8 students have been involved in the Riding for the Disabled programme. Students travel to the Southern Highlands RDA site located at Fitzroy Falls, and spend a morning assisting people with a disability to ride and/or work with horses.

Year 9: Students in the Cambridge IGCSE interdisciplinary course, Global Perspectives, are in the process of writing their Individual Research Project (IRP) which is due for submission Week 3, Term 2. Students are investigating a number of global issues including the gender gap, discrimination, shark culling, biodiversity, and land rights, among many others.

Developing individual fitness programmes is a focus for Year 9. To this end, students have been documenting their weekly fitness efforts with a view to achieving their long term fitness goals with specialised assistance from Mr Shane Green, who is now a part of the Jamieson team.

Year 10: As part of Jamieson, Year 10 girls have been preparing research projects to explore the origins and history of Hinduism and Christianity together with their respective teachings and beliefs.

Ms Merrilee Harris, Head of Jamieson Programme

Mathematics

Learning Mathematics is not just a matter of sitting in a classroom and listening to the teacher. That is useful, but it is only the beginning. Many students feel they were either born “with” or “without” the ability to do well in mathematics—that it is an “inborn skill” but we think the truth is that anyone can be successful in mathematics, you just need to follow the right strategies. As with many learned skills, practice is the key and spending time “doing” mathematics (building your maths muscles) is often the most effective strategy to improve your memory and recall of facts and processes.

Learning mathematics is like learning a language, a musical instrument or a sport. It is not enough to be shown how to do something by somebody else. You need opportunity to try it yourself, make mistakes and improve.

Here are a few important strategies and tips to promote success in learning Mathematics:

- In the classroom, good note-taking is essential. Listen to the teacher and make notes of any hints or extra information mentioned, as well as what is written on the board. Writing notes in your own words will help you remember your work more effectively than just writing “word-for-word” what your teacher has said.

- It is not possible to do all the practice required for Mathematics in the classroom. You will need to study your mathematics during your Prep time. Write down the rules and formulae, learn where they are used, and do as many exercises as you can. If you do not have enough time to do every question, make sure that you try the harder questions that appear towards the end of a set.

- Keep a summary of rules for each topic (Snapshot) with examples. Examples are important as they show how to set out your solutions as well as how to get the answers. Work through the examples yourself from your “theory book” before writing them on your Snapshot.

Think about when and where you study. Do you work better in the morning or at night? Most people need a more peaceful environment when trying to study with as few distractions as possible. There are some useful Apps available to help with the temptation of always checking your “device”.

- App #1: SelfControl. Imagine you are studying, you sit at your desk and start to create a mind map to organize your ideas. ...
- App #2: Maths Alarm Clock. ...

Of course, you do not have to give up all outside interest to study. It is far easier to study diligently during the week if you are looking forward to an outing at the weekend. Playing sport will give you more energy for your study. Fitting in shorter study times between other activities is more efficient than trying to concentrate for long periods of time.
Lastly, you cannot concentrate well if you are tired. Try not to work too hard the night before a big test so that you are fresh for the examination.

Ms Joanne Allison, Head of Mathematics

Music
On 21 March, almost a third of the school was involved in the Highlands Schools’ Music Festival. Frensham hosted the Festival, providing Cooper Hall, the Drama Theatre and the Glenn Music Centre for rehearsals and Clubbe Hall for the final concert in the early evening.

Throughout the day, our choristers and musicians rehearsed within one of the performing groups: a combined String Orchestra (conducted by Miss Sinden), a large Concert Band, a Jazz Band or a combined Festival Choir. The way the students and staff cooperated to produce exciting performances was both edifying and entertaining to watch.

The finale for the Concert involved every student in a massed performance of This is Me from “The Greatest Showman”, which left the audience on their feet asking for more.

Concert Practice was held this week; Extension Music student, Georgia Richardson, organised and introduced the event, which showcased many fine performers as they developed their repertoire and presentation skills.

Mr Michael Spencer, Head of Music

Science
The University of Sydney Sleek Geeks Science Eureka Prize is awarded for a short film that communicates a scientific concept in an accessible and engaging way. Once a week, Frensham Year 9 students are working in groups, to create a 1-3 minute film that tells a scientific story. It may be a scientific concept, discovery, invention, or the producer's own scientific hypothesis. Almost any focus of the film is allowed, but there must be science in the story and the science must be real. This competition is about scientific content and communication of that content, not production values, and not related to how much money is spent on production and editing. While good-quality production is encouraged, this will not be a major consideration in judging entries. Students started by looking at videos from last year’s competition and discussing in groups what made the entries successful. What was the concept, discovery or invention portrayed in the film? Why is that concept important to the understanding of science and society? In what way was the film presentation made creative and appealing to the viewer (e.g. use of humour, unusual approach to presentation etc.)? In groups, the students brainstormed ideas for their own videos and then began thinking of ways to present the material in an engaging and original way. Storyboards were then created and for most groups filming began. Entries close on 4 May, and in Week 11 this term, students will be presenting their videos to the year group. We look forward to seeing the results of the girls’ efforts.

Mrs Alison Andrew, Head of Science

Agriculture & Show Cattle Team

Show Cattle Team
On the week commencing Tuesday 20 March, the end of the 2018 Show Cattle season, eight of the steers and their handlers travelled to the Sydney Royal Easter Show. With the Frensham display set up the night before, the stay began with the weighing and ultrasound fat scanning of the steers in order to place them into their weight classes and to determine whether each steer met the set market specifications. Judging began on Thursday afternoon, with Grace Halliday representing the School with Milton (Limousin) in the School Paraders competition. Miriam Hopkins also competed in the State Paraders Final. Friday was the first official day of the Show and all steers competed on the day. The morning began with the School Steer competition with Milton (Limousin) led by Olivia Salkeld in a highly competitive event. The Open classes then began with Dougall (Angus) led by Alice Hayes in the Open Middleweight steer class. Nicco (Simmental), led by Isabella Ross, won 2nd place in the Open Middleweight Competition and Neville (Simmental), led by Miriam Hopkins, was awarded a Highly Commended, also in the Open Middleweight Steer class. Congratulations to Nicole and John Hopkins, Wormbete Simmentals, Illabo for breeding the two steers. The last class of the day saw Jerry (Angus) led by Grace Halliday, Tommy (Angus) led by Dimitry Crowe, Marco (Angus) led by Daisy Latimer and Mumbo (Angus) led by Emily Williams, all competing in the Open Heavyweight Steer competition. Later in the day the School steer and the Middleweight steers were auctioned as part of the State and National Young Auctioneers Competition. The end of the week did not see the end of the competition with all of the steers loaded onto trucks early Sunday morning and transported to the abattoirs either at Tamworth or Wingham, for the judging of the carcass competition. Frensham was successful in the Open Heavyweight class winning 1st, 2nd, 3rd and 4th in the Virtual Taste Test Competition with Jerry, Mumbo, Marco and Tommy respectively. Nicco also won a Bronze Medal with 83.5 points.
Well done to the Show Cattle Team for a successful season. Training for the 2019 Show Cattle season will begin in Term 4.

Agriculture Report

Representing the South Coast and Tablelands zone at the Sydney Royal Easter Show in the Young Judges State Finals were Miranda McGufficke (Meat Breeds Sheep, Merino Fleece and Fruit & Vegetables), Pip Ireson (Grain) and Olivia Salkeld (Merino Fleece and Grain). The students judged a range of exhibits in their respective events and had to place them in order from first to fourth. If successful, they then competed in the second round where they orally judged the exhibits in front of the Overjudge and audience. The girls performed well in competitive events with Miranda McGufficke being placed 4th in the State for the Merino Fleeces and Olivia Salkeld equal 5th and Pip Ireson 7th in the Grain State Final.

Well done to these students who have represented their zone and Frensham commendably. Pictured: Miranda McGufficke and Olivia Salkeld in the Merino Fleece Young Judges State Final at the Sydney Royal Easter Show.

Sheep and Pig Show Team Report

A group of five students and four Poll Dorset ewes represented Frensham at the Sydney Royal Easter Show in the Meat Sheep Competitions. Judging was on Thursday 22 March starting with the Schools Interbreed Competition. Twenty two schools competed in this event with a wide range of meat sheep breeds. Frensham entered two ewe lambs with one, Baabara led by Brodie van Egmond, winning 3rd place. The students then competed in a very tough Handlers Competition as well as an even tougher Poll Dorset Competition, single and pairs classes, against full-time Poll Dorset Studs. Through their time at the Show, the students and their ewes performed well and learnt a lot about the meat sheep industry.

Another competitive event was the Schools Pig Competition. A group of three students and three pigs bred by Mr Michael Williams of Tallabung Pork, Forbes, travelled to the Show on Tuesday 20 March for the week. Frensham competed in the live judging, carcass judging and pig project against 15 other schools, some with their own piggeries. Unfortunately, our rare black hybrid pigs did not place against the more common large white variety, but the students enjoyed their time at the Show and learnt much about the pork industry and how to show pigs. Members of the Pig Team are commended for all of their preparation in the lead up to and at the Easter Show.

If there is interest from students then the Pig Team and Sheep Team training will recommence in Term 4.

Ms Leonie Mutch, Co-ordinator of Agriculture
PDHPE
All units in the Years 7-10 PDHPE Term 1 programme will be completed by the end of term. The areas of focus for Term 2 are outlined below.

- Year 7 will explore the dietary habits of young people in relation to recommended dietary guidelines, and identify agencies and health services that promote good nutrition. Students will critique a range of health products, services and facilities and recognise the influences on food choice by examining the relationship between diet, physical activity and health. A practical unit of Bush Dance will also be undertaken to participate in movement activities, to demonstrate and enhance body control, body awareness and timing.
- Year 8 students will demonstrate and refine movement skills through a range of activities associated with Invasion Games and Gymnastics. Additionally, the concept of risk is investigated to reinforce how positive health behaviours can protect good health in young people.
- The Year 9 unit combines knowledge and understanding of the theoretical components associated with movement skill development, with practice to demonstrate, adapt, transfer and improvise skills in a Fitness and Gymnastics context.
- Students in Year 10 analyse a range of influences that impact on an individual's ability to behave safely in relation to road use. They also develop the skills of critical literacy as part of health consumerism, as they investigate marketing strategies and media influences associated with tobacco and alcohol.

Ms Janene van Gogh, Acting Head of PDHPE

Sport
Tildesley Tennis
During most of Week 8, 17 students represented Frensham at the 100th Tildesley Shield Tennis Tournament at Pennant Hills Park, Sydney. Day 1 was a washout but fortunately the weather held off for the remaining days and all matches were completed. Frensham finished 3rd out of 25 schools, an excellent result for all involved. A special thank you to Mr Justin Taylor, head Tennis coach, for his efforts in preparing the team. This tournament was not only a great showcase of Tennis, but also a celebration of our community of coaches, players, staff and parents. Tennis is continuing to strengthen at Frensham.

Softball and Tennis Finals
Eleven Softball teams (Teams 1, 2, 3, 4, 6, A, B, D, E, G and Year 7 White) and 3 Tennis teams (Team 2, A and B) have all qualified for finals in Sydney on Saturday 7 April. Girls will travel together to and from their venue. Please check Schoolbox or the Houses for specific departure and playing times.

Term 2 IGSSA Sports Selections – Basketball and Football
All students who are not involved in IGSSA Softball or Tennis Finals will have selections at their normal sport times throughout the last weeks of this term.

On Saturday 7 April all girls not going to Sydney for IGSSA finals will have Sport at the following times:
- Year 7 (girls not in Sydney at Term 1 IGSSA Sport) will have Basketball or Tennis Selections from 8:00am-9:30am
- Years 8, 9 and 10 (all tennis players not going to Sydney for IGSSA finals) will have Tennis from 9:30am-10:30am

Selections for all students will take place on Sunday 8 April at the Games Field or Holt Basketball courts at the following times:
- Years 10, 11 and 12: 11:00am-12:30pm
- Years 8 and 9: 1:00pm-2:30pm
- Year 7: 2:30pm-3:00pm
If required, selections will continue in the first week of Term 2. Please check Schoolbox or with the Houses for further information.

Miss Erin Gray, Head of Sport

Equestrian
Over the last few weeks, riders in the Equestrian team have reported the following results in local shows and competitions:
- Sophie Hatch (Year 10) placed 1st in the Open 1.15m Show Jumping at the Robertson Show, 1st in the 1.15 Junior Show Jumping at Nowra Show and 5th in Open 1.20 and 2nd in the Open 1.15 at Camden Show on 16 March.
- Megan Syme (Year 7) competed on two horses at the Camden Show in Show Riding and Sporting and placed 1st in the following events: barrel racing 12-17 years, pony club rider 11-under 13 years, district pony pairs not exceeding 14hh and pony club team of four 13-17 years. Megan placed 2nd in district pleasure mount, district pair of riders 12-17 years, pony club pair of riders, district novice saddle pony 13hh ne 14hh and 12-17 years bending, and was awarded 3rd place in district saddle pony ridden by a child 12-17 years. Megan also won Reserve Champion pony club rider under 13 years.
- Matilda Walker (Year 8) placed 16th in the Gubbins Home Hardware EvA80 Junior A Class at Berrima Horse Trials on 24-25 March.
- Phoebe O’Connell (Year 11) competed at the Sydney Royal Easter Show last week and placed 2nd in the Novice Hunter Horse, 1st in the Equestrian Showcase, 1st in Novice Rider 12 and under 17 years, 2nd in girl rider 15 and under 17 years. Phoebe also won Reserve Champion Girl Rider Under 17 years.

A reminder to submit entries via Nominate for the Oxley College Equestrian Day on May 6 at Bong Bong Racecourse. Entries close Sunday 22 April.

**Miss Victoria Akins, Equestrian Co-ordinator**

**Visual Arts/Design & Technology**
As we near the end of Term 1, students in Years 8-11 who are studying Visual Arts have either resolved, or are close to resolving, artworks as part of their first units of work.

Students studying Visual Arts in Year 11 are completing artworks in response to the phrase ‘The World is an Amazing Place’. For this unit of work, the students could choose any two-dimensional media (except printmaking which is a focus in Term 2) as the primary mode to express ideas. As expected, the artworks vary considerably in terms of media, style, scale and subject matter. Painting and drawing have been popular choices, and many students have aimed to consider the presentation of their work as an important way of adding refinement to it. Developing this way of thinking is important as students head toward the production of a Body of Work for HSC Visual Arts.

As part of the study of Visual Arts in Stage 5, students in Years 9 and 10 are close to finishing their oil paintings. These works, inspired by either the natural or built environments of Frensham, or the people who form its community, have been produced on 30 x 30cm canvases. Initially, the students took photographic imagery and used Photoshop to manipulate and crop their subjects into effective compositions for painting. The students were free to choose what style they painted in, and the resulting paintings range from meticulously painted realist studies, to looser, expressive works produced with a palette knife. Many students have found that the slower drying qualities of oil paint have allowed for subtle and slow blending to create a sense of form and space within works. With their wet surfaces, the oil paintings have been hung in a grid format on the walls of the art studios in between lessons. Having over 80 canvases hanging on the wall in varied states of completion has created a valuable learning experience for students, as they have been able to observe the work of others and perhaps see how particular approaches might be suitable in their own work.

Year 8 students are also finishing paintings, which are based on elements of the landscape. Using acrylic paint, the students have been learning about layering of paint, colour-mixing and different rendering techniques to suggest flora. The students have been encouraged to develop their own style, and similar to Years 9 and 10, the approaches to painting vary quite considerably.

**Mr Phil Alldis, Head of Visual Arts and Design**