Tomaree High Year 7 and some Year 8s were flying high on Thursday 29/5/14. They wanted to make a stand about preventing bullying in our school. From the heart of our school the message was out there for all to see that we support “Bullying No Way”.

Our sincere thanks goes to Mr Ray Alley who photographed our school from a helicopter flying circuits around the school, much to the delight of the students. Thank you also to the Art Department who painted the words “Bullying No Way” and a special mention to Ms Karen Thurlow who made our Heart. Many of our teachers also showed their support by helping and we thank you. Our students would like the message to extend into the community. Let us all look for the best in others.

Dorothy Ferguson
Student Support Officer
A Bathurst V8 racing car created much interest when students discovered it parked outside the Tomaree High School canteen on Thursday, May 29.

It was all part of a promotion to introduce a new Oak flavoured milk – Ice Break – from Parmalat Food Products. There were free giveaways and students were able to try the new product for the cost of $1 with all profits going to the School Canteen.

Students who purchase Ice Break are automatically going into a draw with a chance to win a racing jacket and car seat covers. The draw will take place during the school assembly on June 18.

Canteen Manager
Liz Langsford
LITERACY AT HOME

Literacy is an integral aspect of all KLAs. Literacy is the ability to make meaning of what has been read in order to fully understand concepts being taught. Research has shown that there are six key metacognitive skills that good readers intrinsically use when they are reading and these metacognitive skills are being explicitly taught at THS. These six skills are: Making Connections, Predicting, Questioning, Monitoring, Visualising and Summarising. If you would like to help your child at home you can utilise these metacognitive skills when discussing homework, assignments, assessment tasks and all reading in general. But what does all this actually mean? Each fortnight two metacognitive skills will be explained for your information and you will probably find yourself thinking ‘I do this when I read’. This fortnight ‘Making Connections’ and ‘Predicting’ will be explained further.

Making Connections: Learners make personal connections from the text with something from their own life or another text or something that is happening in the world. Students can connect the text to somewhere they have been or someone they know or something they have read somewhere else before. This helps learners to make further meaning from a text they are reading.

Predicting: Learners use information from graphics, text and experiences to anticipate what will be read and to actively adjust comprehension while reading. Predicting allows a student to know if they are comprehending correctly because if their prediction is completely wrong, for instance, they know that they have missed some meaning earlier in the text. Even something as simple as picking up a Maths text book requires prediction. Students should predict the type of information they expect to see – if not then comprehension is affected.

We don’t use all of the six metacognitive skills at once but many do overlap. Stay tuned next fortnight for Questioning and Monitoring.

Kylie McElwain
Literacy Team Leader

TOMAREE HIGH SCHOOL

ABSENTEE NOTE
(To be returned to the roll call teacher first day back after absence)

Student's name:………………………………………………… Roll Class:………………

Date of absence/s:……………………………………………………………………

Reason for absence:………………………………………………………………
Visual literacy

When one thinks of studying English normally one envisages reading and writing as the key elements. However, in the modern world there is a great deal more to English. One of the fastest growing areas in English is that of Visual Literacy. But what is Visual literacy?

Visual literacy is the ability to interpret, negotiate, and make meaning from information presented in the form of an image, extending the meaning of literacy, which commonly signifies interpretation of a written or printed text. Visual literacy is based on the idea that pictures can be “read” and that meaning can be communicated and since technological advances continue to develop at an unprecedented rate, we as English teachers are at the stage of increasingly promoting the learning of visual literacies as indispensable to life in the information age.

The concept of Visual literacy is not new; think of the medieval monks producing their beautiful and ornate books, where visuals were vital to understanding the meaning. Or what about Leonardo da Vinci’s The Last Supper; apparently it has many secrets hidden in the images. And of course these days we are bombarded with advertisements, apps and video games.

As a result we are now teaching the students how to interpret and understand Visual literacy. You will soon hear your child talking of the films being studied in class. These units are not about watching movies but gaining an understanding of how they are constructed and the director’s message. The students are introduced to new terminologies, just like they are when they study poetry. By studying concepts within the films we are enabling the students to better understand why certain images, characters, lighting, camera angles are used. This enables them to better interpret the Visual literacy bombardment in the big wide world.

So next time you watch a film, a television ad or an advertisement in the print media have a closer look; see how it is put together, realise that things are placed in certain areas for a reason and discover how ideas, values and concerns of the time are portrayed through Visual literacy.

Mr. M Wagland
Relieving Head Teacher English
WHAT CAN I READ??

As we continue our quest to support and encourage our students to read this edition it’s time to look at some senior fiction.

Name the movie where these lines come from:

"Here's Johnny."  
"I'm going to make him an offer he can't refuse."

"Do you feel lucky punk? Well, do you?"  
"You can't handle the truth."

"Go ahead, make my day."  
"I love the smell of napalm in the morning."

"Show me the money!"  
"Frankly, my dear, I don't give a damn."

"Play it again."  
“Ever danced with the devil in the pale moonlight?”

Till next we meet

Mr Wagland
Rel Head Teacher English

www.tomaree-h.schools.nsw.edu.au
Closing the Gap - Health Check

A group of 17 Indigenous students recently attended “Closing the Gap Health Check” at Nelson Plaza Clinic.

The day included a health check-up with a nurse and doctor, a goodies bag, individual talks with a range of health professionals such as a dietician, psychologist, optometrist and audiologist.

Thank you to The Worimi Land Council for providing free bus transport on the day.

If any Indigenous student did not attend the day, you should contact your local GP who will organise these health checks for you.

Christine Haynes
NORTA NORTA tutor

VACCINATIONS

A reminder that on the 23rd June Year 7 Students and Year 9 boys will receive the second round of immunisation vaccines. If a student missed the injections given during round 1, they can catch up this round. Immunisation registration cards are available at the front office for students that missed out on the initial round.

Also, any students in Year 8 who missed any of the vaccinations last year will be able to be 'caught up' while they are still in Year 8. I have a list and those students will also be required at some point during the day. We have the cards of those children.

Thanking you,
Belinda Watson
TAS/HOME-EC FACULTY

The TAS/Home-Ec faculty has been a hive of activity as the end of Semester 1 looms near. Year 7 and 8 Textile Technology students are finalising their shorts and pencil case practical projects whilst the Food Technology students are creating their individual recipes for many food products such as pizzas and ice-cream.

Years 9 and 10 Food Technology students completed their practical tests and Year 9 Child Studies have finished their practical lessons about preparing healthy, nutritious meals for pregnant women.

Year 11 Textiles and Design have just begun their second major textile project, based on fabric manipulation. The students will use a variety of creative techniques to add visual appeal and interest to their textile products.

The due date for the Year 12 Textiles and Design major projects is getting scarily close. Most of the students are putting in the hours required to complete a textile project to a HSC standard. Of course it is not just the textile project that gets sent away to Sydney for marking, but a 12 page folio as well. The folio is a “work of art” in itself, as it should thoroughly document the process of making the textile project, from the initial inspirations, to the pattern alterations and sewing techniques used. The folio is not something that can be thrown together on a single weekend!

Our Year 12 Food Technology and CAFS classes have been taking advantage of the generosity of our teachers and have been staying behind in the afternoons to complete specialised study sessions on HSC examination answering techniques. Year 12 CAFS session is held every Week B on Thursday afternoons and the Year 12 Food Technology sessions are held every Week B on Friday afternoons. We would encourage more of our students to take-up this opportunity as students in previous years have found these optional extra study sessions to be most beneficial to their success in the HSC examinations.

Mrs Smith
Acting Head Teacher Home-Economics.
Police Citizens Youth Club (PCYC), in partnership with the NSW Driver Trainers Association, has been awarded Approved Provider status for the delivery of the Roads & Maritime Services’ (RMS) ‘Safer Drivers Course for Learner Drivers’.

Currently PCYC is the largest provider in NSW of road safety programs specifically tailored to both young people and traffic offenders.

**What is the Safer Drivers Course for Learner Drivers?** The Safer Drivers Course is a combined theoretical and practical course involving a facilitated group session discussing how to manage risks on the road and tailored in-car coaching addressing individual learning needs.

**Is my Learner eligible for the course?** Learners must have completed 50 hours of actual on-road driving experience prior to them enrolling in the course. Credits gained under the 3 for 1 Scheme cannot be included in the total.

**How and where is the course delivered?** The course consists of two modules; a classroom based group Facilitation session and a practical in-vehicle Coaching session. The duration of the Facilitation session is three (3) hours, and the in-car Coaching session is two (2) hours.

The Module 1 Facilitation session has a maximum of twelve (12) Learners to one (1) Facilitator. There are two (2) Learners to one Coach for the Module 2 In-vehicle session. Learners have 1 month to complete the In-vehicle Coaching session from the date that they completed the Facilitation session.

The next available courses at Port Stephens PCYC in Austral Street, Nelson Bay, will be held on Thursday, June 19 from 5-8pm and Thursday, July 3 from 10am-1pm. The course fee is $140 per learner. If anyone is interested in attending the course, please contact the school and an enrolment form for the course can be e-mailed to you.

**What benefit will Learner drivers who complete the course receive?** Learner drivers who undertake the Safer Drivers Course will gain important road safety skills and learn about driving alone, road conditions and identifying hazards and managing risks.

Learners will also be developing action plans to continue with their practice and learning after the course.

This is a different approach to conventional driver training focused on the mechanics of driving and road rules.

Learners will also receive 20 hours of credit on their compulsory logbook hours, requiring them to do only 100 hours of supervised driving outside the course. If they also take 10 hours of professional driving lessons, available through Accredited Driving Schools, they’ll receive a further 20 hours of credit on top of the 10 hours driving they do during the lessons.

For further information contact Port Stephens PCYC Club Manager, Matt Brealey, on 49 813099.
The students in the TRADE program have been working over the past term and a half to help improve the playground for the students in our support classes. The project has been to sink the trampoline level to the ground to allow all students the opportunity to access the trampoline. It has involved digging out the hole – which is around 4 metres in diameter and 1 metre deep, and then retaining the wall so the dirt doesn’t fall back in. We are about half way through and hope to finish in the next couple of weeks. The TRADE students need to be congratulated on their efforts, and a big thanks to Ronny and Jim for all their help in supporting the project.

GIFT PROGRAM

In Term 1 students in the GIFT program were asked to help redesign and paint a banner for the Tilligerry Rural Fire Brigade. The students worked hard and showed outstanding artistic skills in the creation of the new banner. The banner was going to be displayed on ANZAC Day, however the weather prevented this from happening. Suzie Morris led the project and invited the Tilligerry RFB to the school for an official presentation of the banner. The students involved included Chloe Ptolemy, Sophie Kroll, Kyle Anderson, Ky, Shayne, Tamara, Jen, and Hala Finefeuiaki.
LIFE CHOICES PRESENTATION

On Wednesday 4\textsuperscript{th} June we were lucky to have a presentation from Andrew “Fishtale” Fisher about life choices. Andrew is a competitor in the V8 Ute Series and is currently 4\textsuperscript{th} in the championship. He brought with him a XY GT Falcon and a replica V8 Ute like the one he races. He spoke to Year 10 about make courageous choices in life around driving, smoking, alcohol and drugs. Andrew stayed throughout the lunch break and signed posters for students before heading off. Thanks to Joy Shotter for organising the presentation and Jim for ensuring the hall was set up for the occasion.

Scott O’Hara
Welfare