



# FRENSHAM

## FACULTY NEWS

2019 TERM 1 NO 1

Friday 8 February

### FROM THE DEPUTY HEAD

As always, it has been an exciting start to the year.

The first round of IGSSA Sport for Years 8 to 12 will be on Saturday 9 February. Year 7 Softball and Tennis teams will not have their first round until Saturday 16 February; they will play an internal match on the 9<sup>th</sup>. The Sports Staff have been working hard to develop skills, run trials and select teams.

Most extra-subject and co-curricular activities will begin on Monday of Week 2. Timetables for Tennis and Music lessons are in the process of being finalised.

For Outdoor Education Week for girls in Years 7 to 10, OEG will use the information contained in the Frensham medical form. These forms should now be completed. If required, Asthma Management and Allergy Management Forms are available directly from the Health Centre. Equipment lists for Outdoor Education Week are located on page 52 of the 2019 Frensham Information Book (available on Schoolbox) and detailed information about the programme for each year group will be included in the next newsletter, e-mailed to parents and posted on Schoolbox.

#### Absences from School

As noted on page 31 of the 2019 Frensham Information book, if a student is absent from school due to illness or injury, an explanatory note must be provided to the School office upon the student's return.

Please note that if your daughter is unable to attend school owing to illness or misadventure, please call the School (+61 2 4860 2000) **between 8.00am-8.10am** (as per the Information Book p.31) or send an email to [absence@frensham.nsw.edu.au](mailto:absence@frensham.nsw.edu.au).

The email should contain a note of explanation re the absence and an expected return time and/or date.

In accordance with our duty of care, if a student has an unexplained period of absence we will be following up to request written confirmation

Legislation requires that the School keeps written documentation of all absences. All requests for leave should be made in writing to the Head well in advance of the event to allow consideration and a written response.

**Mr Geoff Marsh**

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### BOARDING

We are delighted to have so many girls from Years 7 to 12 as Weekly or Full Boarders in the Houses this term. I have been encouraged by the way the girls have embraced new houses (for some), new roommates, and established routines that will support them in becoming independent, resilient and organised.

Congratulations to our Heads of House for the work they have done this term to lead the House and ensure that systems and processes are running smoothly. In the Junior Houses, the Year 10 leaders have been instrumental in looking out for all of the girls, especially the youngest boarders in Year 7. Likewise, the Year 12 Heads of Kennedy House and Hartfield House have facilitated fun activities and been present to assist with night-time routines. With all of the Year 12 students looking out for younger students and in particular new boarders in the school block, in the dining room or in the Houses, there has been a lovely sense of community and connection across the School.

The Closed Weekend provided a full programme for the girls in all year groups, with a range of activities including a 70's Dress-up Dinner and Disco; School Service; Softball and Tennis Trials and Skills; Yoga classes; Swimming; Board Games; 'getting to know you' games, and a Bowral Parkrun.

Next weekend is an **Open Weekend**. A full and varied programme is now available on Schoolbox outlining the details of the coming weekend's activities. All girls in Years 7 to 9 (Year 10 optional) are welcome to attend the excursion to **Jamberoo** on Sunday. Breakfast will be available from 8.00am before departing at 8.30am. The girls will return to School by 5.30pm.

### Weekly Boarders

Weekly Boarders may depart on Saturday from 10.30am (or after IGSSA Sport) on an Open Weekend.

The Frensham to Sydney bus will depart from Stanley Street at 12.30pm, arriving at Bay 8, Upstairs Western Forecourt, Central Station at approximately 2.30pm. A return trip to Frensham departs at 6.30pm on Sunday evening, from Bay 8, Upstairs Western Forecourt.

Girls are asked to sign up for this weekly bus service by Thursday each week on the lists outside White Cottage. Please note that families will be charged for this service in their term account. Weekly Boarders can return to school on Sunday by 8.30pm or by 8am on Monday morning.

### Full Boarders - Exeats

A reminder that Weekend Exeats for Full Boarders must be submitted by Friday lunchtime. An Exeat Form is required to be completed and emailed to [boarding@frensham.nsw.edu.au](mailto:boarding@frensham.nsw.edu.au). A copy of the form is available on in the Parent Form section of Schoolbox. Your assistance with this is greatly appreciated.

### Weekend Planner

Below is a list of our scheduled weekend activities over the coming weeks to assist with planning visits to the School or Exeats for your daughter. All events are subject to the weather, and should changes be required, we will communicate this to the girls in advance via email.

Week 2	Sunday 10 February	8.30am-5.30pm	Jamberoo	Years 7-9 (Optional Year 10)
Week 3	Sunday 17 February	1.00pm-5.00pm	Ice skating	Years 7-9
Week 4	Sunday 24 February	1.00pm-4.00pm	Berrima Water Hole	Years 7-9

### Frensham Bus - 4.00pm from Cootamundra, 5.00pm Harden, 6.00pm Yass.

Term 1 Dates: Sunday 17 February and Sunday 24 March

Term 2 Dates: Sunday 12 May

Term 3 Dates: Sunday 18 August and 15 September

Term 4 Dates: Sunday 10 November

#### Details:

- **Departure (Cootamundra): 4.00pm** pick-up at Cootamundra Railway Station, Hovell St, Cootamundra.
- **Departure (Harden): 5.00pm** pick-up at Jackson's Bakery, East St, Harden.
- **Departure (Yass): 6.00pm** from Yass Junction. McDonald's - Carpark.

**Arrive at Frensham:** approximately 8.00pm. [Please note that there is no scheduled meal break]

**Cost:** \$50 per student. The cost will be charged to the Student Account. (This service is for current Frensham students only)

**Mrs Tanya Vaughan, Director of Boarding; Ms Amanda Graham, Deputy Head of Boarding**

## TEACHING & LEARNING

A highlight for all staff on Monday 10 December last year (after students had begun their vacation) was updating our professional knowledge in a four-hour workshop designed by The Australian Independent Schools Association NSW entitled: 'Obligations in identifying and responding to children and young people at risk'. The workshop was presented by Nicky Sloss who is a specialist AIS Professional Learning Consultant. Child protection is an important issue for staff working in schools. The child protection course was designed for all staff working across Gib Gate, Frensham and Sturt in keeping with our obligations under the NSW Children and Young People (Care and Protection) Act 1998. The workshop informed staff about the types of abuse and neglect that children and young people are most commonly exposed to, examined possible indicators, and reviewed the reporting process for child protection. Complementing earlier training in 2017 and 2018, the course drew on current research and provided a range of case studies, practical strategies and tools to assist us in continuing to create a culture of safety at Frensham Schools.

Last week, prior to welcoming our students back to an exciting new year at Gib Gate and Frensham, Frensham Schools Executive and Senior staff worked in a variety of planning and discussion sessions. Their focus was on the Frensham Schools' Strategic Priorities 2018-2022 teaching and learning goals and programmes for 2019. A feature of the week was the *New Staff Induction Programme*, conducted over two days, where we were excited to welcome new colleagues in senior teaching and class teaching P-12 and House positions, commencing in Term 1 2019.

On Tuesday 29 and Wednesday 30 January, staff engaged in various presentations and workshops prior to the first teaching day on Thursday 31 January, when we welcomed all students from our newest 3-year-old boys and girls to our returning Year 12 2019 girls.

A highlight for all staff on Tuesday 29 January was the opportunity to focus intently on one of our continuing professional learning goals: *To develop a growth mindset in every student and member of staff*. Ms Jo McLean, Director of Teaching and Learning at AIS NSW, delivered a thought-provoking workshop on 'Mindset as a basis for teaching and learning'. This professional learning session focused on the work of Professor Carol Dweck, the Lewis and Virginia Eaton Professor of Psychology at Stanford University, who is internationally known for her work on the mindset psychological trait. Her book *Mindset The New Psychology of Success* explains why intelligence and talent do not automatically bring success. We explored the difference between fixed and growth mindsets and the benefits for schools of working from a growth mindset perspective. We discussed feedback and praise in relation to developing a growth mindset and learned strategies to foster growth mindsets in every learning environment at Frensham Schools. All staff now have a personal copy of Dweck's book to inform their planning of learning experiences for this term and beyond.

You may hear in the coming weeks your child using the 'Power of...YET' in conversation... 'I can't do this...yet...'; 'I don't know the answer...yet...'; 'I don't understand...yet...'; 'This doesn't work...yet...' Dweck urges teachers and parents to respond to children's setbacks with interest, not fear, treating them as opportunities for learning by asking the student: 'What did you learn today?', 'What mistake did you make that taught you something?', 'What did you try hard at today?'. We are also encouraged to discuss openly our own and one another's effort, strategies, setbacks, and learning.

The three staff days also included plenary sessions delivered by Head of Frensham Schools, Ms Julie Gillick, and members of Frensham Schools executive, and a variety of workshops, information sessions and presentations provided by senior staff. This valuable time together allowed us to plan for meeting the individual learning needs of all the students in our care and to continue to create a learning community that is world class and embraces innovation, evidence-based research and external critique.

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

## STUDIES

Students in Years 7-10 are settling into the routines of school life. Study practices that are established or reinforced in Prep will enhance classwork and promote effective strategies for long-term learning. In Years 10-12, students complete Prep in the Houses, while in Years 8-9, Prep is conducted at specific venues for each year group in school classrooms. Year 7 students use the Library for Prep.

Prep is an important element of each student's overall learning programme. It is set to help students move forward in

meeting learning outcomes, and is always integrated with classroom learning.

In his book titled *Deep Work*, Cal Newport refers to high-quality work as a function of time spent and intensity of focus. In order to learn effectively, intense concentration is required. Prep is a form of deliberate practice where attention can be focused on improving a particular skill or mastering an idea or concept. Newport emphasises that this ability to work for extended periods with full concentration on a task (without distraction), is critical in optimising performance. During Prep, students will be supported to maintain focus and encouraged to become independent in their study habits.

Year 11 students have commenced their Preliminary HSC courses. These courses are three terms in length, at which point the girls confirm their subject choices in preparation for Year 12. As part of their introduction to senior studies, Year 11 students will attend a meeting in the coming weeks to discuss approaches to study, including expected study targets and Prep responsibilities, organisational skills and assessment procedures. Much of this information is available in the Senior Studies Information Booklet which was provided to students and parents in Term 3, 2018.

As part of the NSW Educational Standards Authority (NESA) requirements, all Year 11 students must complete an online programme called 'HSC: All My Own Work' before they can be officially enrolled as Preliminary course students. This programme is designed to assist HSC students to follow the principles and practices of good scholarship and includes understanding and valuing ethical practices when locating and using information as part of their HSC studies. Students will complete this programme during Outdoor Education Week.

Year 12 students have shown the focus and the application required to be successful learners. Vacation work will be assessed to provide girls valuable feedback on areas for review. Term assessment schedules will soon be finalised with many students having commenced their Major Works in Visual Arts, Music, Drama, Design and Technology, History Extension, Science Extension and English Extension 2. As part of their tertiary orientation, all Year 12 students will participate in an excursion to Wollongong University on Thursday 7 February.

**Ms Janene van Gogh, Director of Studies – in Residence**

## ENGLISH & DRAMA

We are ready for yet another exciting year for the Drama Faculty, on and off the stage, with planning underway for the three major productions of the year. Mrs Sally Hannah will be directing both *The Birthday Play* in June for senior students, *Present Laughter* by Noël Coward, and the Junior Production for Years 8 and 9 students in August. Ms Shannon will also be directing the End of Year Musical which will be performed during Jamieson Week in December, providing an opportunity for all students to participate.

During Term 1, Year 7 students will participate in Drama lessons as part of the Jamieson programme. The course is designed to assist girls with positive peer relationships and self-confidence by teaching performance skills and the ability to work collaboratively in a fun and friendly environment. As a class, students will work with their teacher to devise a performance for the Year Weekend concert.

Year 12 students have returned refreshed and prepared to tackle the challenges ahead and are well on their way to a successful year. In the first week of term, students in the HSC Drama course have presented work for their Individual Projects. Throughout the year during scheduled mentoring sessions, students will be assisted by Ms Shannon to develop and refine their work.

On Wednesday 13 February, students from Years 11-12 Drama will attend *OnStage* as well as *Writers OnStage/OnScreen* at the Seymour Centre. *OnStage* is a collection of exemplary performances and projects of the HSC cohort of 2018. This year is particularly exciting as we will be able to watch Chipo Riva (2018) perform her individual performance, *Harriet Tubman*, and view Molly Paradise's (2018) costume design of Bertolt Brecht's play, *The Threepenny Opera*, in the foyer. Both girls had their Individual Projects selected for inclusion in this year's *OnStage* exhibition. Afterwards, the students will attend a performance of *Wolves* at Belvoir Street Theatre.

**Mrs Sally Hannah, Head of Drama**

## ENGLISH

The beginning of a new school year is a time of anticipation and reflection as students return to their classrooms.

Year 12 students have returned confidently prepared for their final year of HSC study in Advanced, Standard, Extension 1 and Extension 2 English. With consistent application, good organisation and a positive outlook – that is, plenty of grit and good humour – they will find that their commitments can be met with ease.

This term, Year 12 Advanced and Standard English classes study Module A. For Advanced students, this module is titled Textual Conversations and the girls explore connections between Shakespeare's *The Tempest* and *Hag-Seed*, a novel by Margaret Atwood. For Standard English students, Module A is titled Language, Identity and Culture, with an anthology of short stories by Henry Lawson as the focus text.

Year 12 Extension 1 students continue their study of the common module, Literary Worlds, before beginning their investigation of Shakespeare's *Hamlet*, the Term 1 focus text for their elective, Literary Mindscapes. English Extension 2 students are preparing for their Viva Voce discussions of their major works in two weeks' time.

Year 11 students have begun their Preliminary English studies, which are an important preparation for the demands of the HSC courses they will undertake from Term 4 this year. This term, Advanced and Standard students study the Year 11 Common Module: Reading to Write – Transition to Senior English. The Preliminary Extension class has begun the module Texts, Culture and Value, with a focus on Christopher Marlowe's Elizabethan drama, *Doctor Faustus*.

The English Faculty has made an enthusiastic start to 2019 and is looking forward to an exciting and productive year as students and teachers work together to achieve the best outcomes possible.

**Ms Jennie Mickle, Director of English**

## HSIE (Human Society and Its Environment)

Students have started the year positively engaging in all HSIE subjects in both the junior and senior years, demonstrating a desire to understand the world around them - the focus of HSIE subjects.

Senior students have commenced 2019 with a revision of their vacation work. In Year 12, the Ancient History class will then study the Julio-Claudians emperors of Rome, the first ruling dynasty of the Roman Empire. They will examine the individual emperors then study thematic issues across the period. Modern History students will start the year with an examination of Russia, beginning with the Russian Revolution. This important and stimulating period of History has immediate consequences for our modern world with the need to understand Russia and Communist China. Students in Geography will be examining a Coral Reef case study and focusing on developing the skills necessary for success in Geography. Economics will investigate Australia's place in the global economy, particularly examining issues of trade and financial flows and the changes that have occurred as Australia has integrated into the global economy. The History Extension class is continuing their examination of a range of historians and how and why they view History differently, focusing on medieval and Christian historiography. Business Studies students are examining marketing, specifically the role, influences and processes involved in this key aspect of businesses.

The Year 11 Ancient History class is examining the archaeological sites of the Athenian Agora and Acropolis. Modern History students are investigating how Modern History is constructed, specifically on the issue of contestability and historiography of the Holocaust. Students in Geography are examining biophysical interactions, focusing on the atmosphere. The focus for Business Studies students is the nature of business, with the aim of understanding the basic factors involved in businesses on a range of scales.

Junior students in World Studies (Years 7 and 8) and Australian Studies (Years 9 and 10) have begun by examining History. Year 7 students are exploring the connection between archaeology, science and history, while Year 8 students have begun a study of Medieval Europe. Year 9 classes are studying the Industrial Revolution and Year 10 students have commenced with an examination of the United Nations Declaration of Human Rights.

**Dr Stephen Clarke, Head of HSIE**



## JAMIESON PROGRAMME

The Jamieson Programme began in 1986 with Jamieson Weekends when a portion of the bequest of Hilda Jamieson was used to buy camping equipment for Frensham. It has expanded since then to become an integral programme in the School, built on the belief that ‘... *Exposure to challenges, in a secure environment, can awaken in young people a belief in themselves which will stay with them throughout their lives...*’ Today this concept is applied to the planning for Closed Weekends, to Jamieson Week (the final week of the School year) and to a core curriculum area across Years 7-10. The essential topics in the Programme fall under the focus areas of: Global Citizenship, Responsibility, Service and Leadership, Health, Fitness and Physical Challenge, and Critical, Ethical and Flexible Thinking. During this term, students will be involved in the following aspects of the Jamieson Programme:

**Year 7:** In Frensham Studies, students will learn about the history and philosophy of the School.

**Year 8:** The girls will have the opportunity, once a year, to assist at the local Riding for the Disabled Club. Mrs Spencer has prepared a roster and will notify the students involved each week.

**Year 9:** The fortnightly Thursday programme began on 31 January with the girls participating in a presentation on the Jamieson Programme, with special emphasis on the Cambridge IGCSE course. In preparation for the Cambridge IGCSE course, *Global Perspectives*, Year 9 students investigated the differing perspectives on the topic, “*Australia Day: Should we change the date*”, using the Cambridge response template. It is hoped that responding to a practice question early in the term will help model the process for students who will be completing one investigation independently this term. Students also had their first Fitness Training session with Mr Green and were asked to identify a set of fitness goals, both short-term and long-term, which they hope to achieve this year.

Frensham Year 9, 2018 students received outstanding results in the internationally recognised Cambridge course, *Global Perspectives*, with 31% of Frensham students gaining the highest result (A\*) and another 30% gaining an A result. Congratulations to the girls and the team of staff involved in teaching the course.

**Year 10:** Will commence a series of workshops on Religious Studies, as part of the Cambridge AS General Paper Course.

**Mrs Merrilee Harris, Head of Jamieson Programme**

## LANGUAGES

### FRENCH

To all Year 7 students starting French at Frensham this year, we say “Bienvenue!” Among these girls, there is a mélange of experiences, competencies and expectations relating to French: some have been learning the language at primary school for six or more years, while others began their study officially with us this week... although it has been pointed out that, thanks to such linguistic appropriations as ‘restaurant’, ‘café’, ‘ballet’, ‘croissant’, ‘déjà vu’, ‘baguette’, etc, they have all, in fact, been speaking some French since infancy. With textbooks, workbooks and interactive websites for vocabulary, educational games and songs – which are new to the entire cohort – the diverse learning needs of each child is met, by supporting and extending her language acquisition, whatever her starting point. While it is still early days, there is definitely an atmosphere of excited anticipation in the Year 7 classrooms at the opportunities to learn this most beautiful of languages.

**Mrs Kerry Lennon, Director of Languages**

### LATIN

Year 12 Latin students have commenced the second term of their HSC course, continuing their study of the prescribed HSC poetry text, Virgil’s *Aeneid Book 1*. Soon they will commence the prose text, Cicero’s *Pro Archia*, a speech defending Greek poet, Licinius Archias, who was accused of not being a Roman Citizen.

Year 11 students are looking forward to studying authentic Latin texts this year, beginning with the poetry of Catullus who is most famous for his love poems to girlfriend, Clodia, for whom he used the pseudonym Lesbia - a great compliment as it

refers to the island of Lesbos and its most famous inhabitant, the Greek poet, Sappho.

Years 9 and 10 have new workbooks and will continue learning prescribed grammar and civilisation from within the Stage 5 Syllabus.

Year 8 will commence their study of Latin in Term 2. An important event this term is the National Latin Examination held in March, and over the next month students in Years 9, 10, 11 and 12 will be busy practising past papers.

**Mrs Kerry Lennon, Director of Languages**

## MATHEMATICS

*Do you know the difference between a mentor, coach, and a teacher?*

A mentor is the person who can show you the way because they've been there. For instance, if you want to be the greatest talk show host of all time, Oprah could be your mentor. Oprah would be able to give you a clear outline of the steps that she has taken, let you know what her motivations were, and also give you an idea about the obstacles you may face along the way. The interactions could be informal or formal depending upon how well you know her. People can be mentors from a distance...you've never met them in person, or even spoke to them BUT you study their work.

The goal of coaching is to boost confidence and/or relieve anxiety to improve performance. The coach is there to help you change your mindset around your goals.

Teachers help you build a skill set. An excellent example of a teacher is one who gets you to a certain destination or to achieve a skill. That's what teachers do – they help you build skills.

Coaches can sometimes help with a very specific skill, but really they are there to answer questions and anticipate mental setbacks before they occur. Tony Robbins is one of the most well-known, transformational coaches. And, in some cases, a coach does not have to have already equalled or surpassed the performance of the client.

These differences do not mean that you need one coach, one mentor, and one teacher. But sometimes you might need the help from a mentor, teacher, or coach.

The **Mathematics Coaching Programme** will continue this year. The coaches will be available during the school day for Seniors (scheduled during study lessons); after school for Juniors (scheduled session times); and during Prep (booked weekly on a rotating schedule). Students may like to have a permanent booking or an occasional help session. The programme will be managed by the Mathematics Faculty (Ms Allison and Mr Day) and the coaches include Mr Tarik Jeffcoat and Ms Tahlia Brodie from the University of Wollongong. Please do not hesitate to contact me for more information or to request a coaching session for your daughter.

We look forward to an exciting, enjoyable and successful 2019.

**Ms Joanne Allison, Head of Mathematics**

## MUSIC

All Choir and Instrumental Ensemble rehearsals have resumed this week: Kennedy & Glenn Strings, the String Quartet, Concert Band and Stage Band. There are three choirs at Frensham: the Junior Choir, Senior Choir and Madrigals. Parents might note that the Junior Choir is an inclusive ensemble and all students from Years 7 and 8 are invited to join. Entry into the other choirs is by means of audition and new students have been auditioning this week.

Term 1 contains performance opportunities for all the ensembles listed above: the Junior Choir will be featured in the anthem in the Year 7 School Service and they will also be performing, with the String Ensembles, the Senior Choir and Madrigals, on Open Day; the Concert and Stage Bands will perform on one of the two Parent Weekends; and the Senior Choir, Strings and Concert Band will all be performing in large-scale works in the celebrations marking the *Centenary* of

*Frensham Fellowship* at the end of the term.

Individual music lessons have begun for students, with more to follow in the week to come. Parents who may not have completed the form for Extra-Curricular Music lessons should please do so as soon as possible by using the link below. (The link is also available in Schoolbox News, under the heading 'Frensham - forms for completion'.)

[2019 Instrumental and Voice Lessons - Enrolment](#)

**Mr Michael Spencer, Head of Music**

## SCIENCE

The Science Faculty would like to welcome Mr Matthew Griffiths who, this year, will be teaching Year 11 Chemistry, Year 10 Science, Year 8 Science and Year 7 Science.

Year 12 Science classes are continuing with the new Stage 6 syllabus in 2019 and students will sit the new HSC examinations in Term 4. HSC Biologists are finishing Module 7 – Infectious Disease and moving on to Module 8 – Non-infectious Diseases and Disorders. In this topic, students engage with the study of non-infectious disease and disorders, including their causes and effects on human health. They explore technologies and their uses in treating disease and disorders as well as the epidemiology of non-infectious disease in populations. Chemistry HSC students are reviewing calculations related to equilibrium and acid reactions, before starting Acid Base Reactions. HSC Physics is finishing Module 5 – Advanced Mechanics and moving on to Module 6 – Electromagnetism.

Scientific conferences are a forum for scientists to share their work, obtain informal feedback from peers and to keep up to date with new and novel research developments. Poster sessions are popular at conferences as they typically provide an opportunity to present to a direct and interested audience while also being efficient, as they run simultaneously with other poster presentations. Oral presentations allow greater explanation of the work and group discussion compared with the one-on-one feedback that typically occurs with poster sessions. Both presentation types have their limitations and advantages. The first assessment task for Year 12 Science Extension will give students the opportunity to improve their scientific communication skills by presenting to peers and other interested parties, and to receive feedback in a manner similar to that of a scientific conference. This task is due in Week 3 and we are looking forward to seeing the students' posters and hearing their presentations.

**Mrs Alison Andrew, Head of Science**

## AGRICULTURE & LIVESTOCK SHOW TEAMS

The 2019 Cattle show season commenced on the first weekend of term at the Berry Show. Nine students accompanied nine steers. The results were as follows – **ECM Junior Steer Competition**: 3rd - Isabella Ross (Year 12) leading 'Parker' (Simmental), 4th - Pip Ireson (Year 11) leading 'Nollsie' (Angus). **Lightweight steer (up to 350kg)**: 3rd – 'Percy' (Limousin) led by Olivia Salkeld (Year 12). **Heavyweight steer (351-450kg)**: 1st – 'Nollsie' (Angus) led by Pip Ireson. **Open weight steer (>451kg)**: 3rd – 'Tex' (Highland) led by Xanthe Hart (Year 11).

On Saturday 9 February, the Cattle Team will compete at the Nowra Show. The Sheep Team will compete at their first Show in Crookwell on the same day.

On the first weekend of term, a small group of students travelled to Redleaf Farm near Fitzroy Falls to select the four-legged members of the Pig Team. Redleaf Farm is owned by Katrina and Sam Sparke, and among other livestock they breed and produce organic, free range Wessex Saddleback pigs. The students chose three 10-week old piglets and brought them back to Holt Farm where they have now settled into Frensham life. The Pig Team will monitor their daily weight gain as well as research pork production and the pig industry in order to produce a project, together with the grown piglets, for the Sydney Royal Easter Show's School Pig Competition.

**Ms Leonie Mutch, Coordinator of Agriculture & Livestock Show Teams**





**Pip Ireson with 'Nollsie' at the Berry Show**



**New arrivals at Holt Farm**

## **PDHPE (PERSONAL DEVELOPMENT, HEALTH AND PHYSICAL EDUCATION)**

A major role of the PDHPE curriculum is a focus on the value of movement, physical activity, physical literacy, and physical education to build knowledge, understanding and skills for a lifetime of physical activity.

*'Movement is embedded throughout the content to build movement competence across a range of physical activities. Movement provides a powerful context for learning across the curriculum and for developing interpersonal and self-management skills. Physical literacy is developed through an inclusive and holistic approach with an equal focus on movement proficiency, motivation to move and appreciation of the value of moving.'* (NESA, PDHPE Curriculum)

Students who are physically literate are able to lead a healthy lifestyle and assist others to do the same. Research has shown that being physically active later in life depends on an individual's ability to feel confident in physical activity settings.

Physical literacy is evident when students:

- are motivated to be involved in physical activity during and after school
- are confident in their movement ability and sense of self
- can set goals and make informed decisions
- demonstrate physical competence across a range of environments and activities
- understand and value physical activity

PDHPE classes at Frensham support this philosophy and aim to develop for all students, skills, knowledge and attitudes relating to the value of movement now and throughout their lifetimes. Participation and improvement at an individual level and recognition of the significance of cooperation, strong interpersonal skills and teamwork, are integral to wellbeing and healthy active lives.

**Ms Janene van Gogh, Head of PDHPE**

## **SPORT**

**Wet Weather arrangements for Saturday Sport**

Cancellations of Saturday Sport are rarely made before Saturday morning unless a venue notifies IGSSA that the facilities will not be playable prior to this. Means of gaining information concerning play:

**IGSSA WEBSITE:** <http://ahigs.nsw.edu.au/IGSSA.aspx>

For example: If checking re Softball at Frensham, **TEXT** 'softballf', Tennis at Frensham, **TEXT** 'tennisf', Tennis at Gib Gate, **TEXT** 'tennisg' or Tennis at Bowral Tennis Club, **TEXT** 'tennisb'

### **SMS Weather Information:**

Using your mobile phone, SMS your keyword to **1992 5465**. Messages cost 55c per message sent. Your keyword is the name of the sport and the first initial of the venue. A return SMS will be sent that gives you the status of the venue - open or closed.

IGSSA have introduced a new method to gain access to all information regarding your daughter's IGSSA Sport. No registration is required, simply follow the steps below. Once you have this, you are able to send it as a link to your home screen on your mobile phone.

**For example:** Team 1 Softball is FRE01; **Junior A** Softball is **FRE07**. This number is on the draw each week and changes with each Sport. When accessing information about your daughter's team, please check her team number.

### **myIGSSA Mobile Screens**

As it is not necessary to be registered to use the new mobile screens, students, coaches and parents can access them from a smartphone, tablet or computer.

To access all mobile screens set up a bookmark- <http://m.ahigs.nsw.edu.au/>

- Check venue closures (Click on the venue closures icon)
- Find games for selected teams (including links to maps)
- Check results and ladders (*full point score tables will still be available on the website*).

### **Softball and Tennis**

Trials for both Tennis and Softball have been completed. Once the teams have been selected, girls will train in their teams and play the first round of the **IGSSA Competition** this Saturday 9 February. The draw is posted each week at White Cottage, in Houses and on Schoolbox.

Girls must be on the Games Field at least 30 minutes before their game commences. For Softball, all players must wear shin pads and mouth guards and have a glove. All other equipment is provided by the School. Tennis players need their own tennis racquet. All girls are required to wear their hats for training and matches. There are no exceptions to this requirement.

*Training sessions:*

- Juniors (Years 7, 8 and 9): Tuesday 4.00pm-5.30pm; Friday 4.00pm-5.00pm
- Seniors (Years 10, 11 and 12): Thursday 4.00pm-5.30pm; Friday 5.00pm-6.00pm.
- Match times: Softball: 8.00am, 9.15am, 10.30am; Tennis: 7.45am-9.45am; 9.55am-11.55am

### **Swimming**

This term, Swimming (for Sport – in addition to Swimming for recreation) is for those who are keen to swim at the IGSSA Carnival and also those who wish to improve their fitness. All swimmers who attend the sessions will be following the training programmes of the coach, Ms Jenny Balla. Girls who are part of the Swimming Squad this term will be swimming a minimum of three times each week. Girls have nominated which sessions they would like to attend and they must attend all of them for the duration of the term. The Swimming Squad will be participating in a number of carnivals this season including Mittagong Swimming Club nights (at Mittagong pool), the Southern Highlands Twilight Carnival and the IGSSA Carnival. Squad training is held on Monday to Friday, 6.00am-7.00am. There is also a session on Saturday mornings which all squad members are welcome to attend if it does not interfere with their Softball/Tennis commitments.

### **Carnival Dates:**

Friday 1 March: Southern Highlands Twilight Carnival, Centenary Pool: 5.00pm-8.00pm  
Friday 22 March: IGSSA Swimming Carnival, SOPAC: 6.00am-3.30pm

**Ms Erin Gray, Head of Sport**

## EQUESTRIAN

The Equestrian Programme for 2019 is well underway.

A number of students are riding on Monday and Wednesday afternoons at a range of venues across the Southern Highlands. Starting in Week 3, Frensham will be transporting girls to and from these venues.

Lessons for riders of all levels will continue at Rosthwaite Farm as was the case in Term 4 2018. Students requiring a School horse are spread across the two days so that they can be allocated the most suitable horse for their ability. For the past couple of years, and continuing this year, Mr Richard Lavender (Bowral) has a number of horses for lease for riders who wish to compete. Mr Lavender also takes outside horses as part of this programme. Transport is arranged for all these groups on Monday and Wednesday afternoons.

This year we have welcomed several new students to the equestrian team, many of whom are experienced riders and who are interested in representing Frensham in Interschool events. Year 12 Head of Equestrian, Charlotte Lalak, and Vice Heads, Zoe Renowden, Olivia Salkeld and Emily Gubbins, will hold regular meetings to communicate information they may have received about upcoming events and other useful information regarding Interschool rules, uniform, etc. In addition to this, girls should ensure they check their emails and Schoolbox regularly for news and event postings.

Frensham has received an invitation to attend the 2018 Annual Equestrian Awards night on Wednesday 27 February to accept the award for Equestrian NSW Interschools – Champion Secondary School. Miss Akins, the Heads of Equestrian and representative senior riders will attend for Frensham as guests of Ms Gillick.

### **NSW Interschools Championships**

#### ***Interschools Equestrian Competition 8-12 March***

With Interschools coming up, the Heads of Equestrian are making a huge effort to ensure a great team atmosphere. Frensham will be allocated camping spots together and the horses will be stabled in the same area. Here, a base camp will be set up around some of the trucks, with a Frensham pop-up tent and tables. Parents are asked to please bring their own chairs.

There will be a catered dinner for the whole team at base camp on Saturday night, to which all are most welcome.

The event cannot run without volunteers and both Frensham parents and students have upheld an excellent reputation for putting their hands up to help. The Committee will allocate Frensham volunteering spots for the Heads of Equestrian to fill and the girls will do their best to fill these with parents who don't have a child competing at the time.

### **Reminders**

A reminder to all parents whose daughters are riding in events and require Leave – please submit an Equestrian Leave form (available on Schoolbox) to Mr Marsh several weeks ahead, so the request can be discussed and approval provided in writing, if granted.

Saddle cloths and helmet covers needed for Interschool competition are available by contacting Miss Akins. These are charged as sundries on the girls' accounts.

Girls are reminded to submit results from events via the Google document created so these can be published for the wider school community.

**Miss Victoria Akin, Equestrian Coordinator**

## VISUAL ARTS / DESIGN & TECHNOLOGY

Students studying Visual Arts (Years 8-12) in Term 1 have been briefed about units of work to begin the term and are planning specific artworks for those units (Year 7 students will begin Visual Arts in Term 2).

During Week 1 of Term 4 last year, students studying Visual Arts for the 2019 Higher School Certificate began formulating ideas for Bodies of Work. Students have been reminded of the timeline for their Bodies of Work (with the NESA date for completion set for Week 7 of Term 3) and the importance of using practical periods and time outside of the classroom in an

efficient and industrious manner. Students were presented with an update of a calendar which tracks time until submission of their Bodies of Work. Attention was drawn to the fact that by the end of Term 1, students will have completed 18 of 28 effective weeks to resolve their work. Similar to other years, there is strong diversity of both subject matter and media explored by the cohort. This week, for their first assessment task, students hand in documentation of their artmaking processes and investigations, along with tangible evidence of their actual artmaking. Written and verbal feedback from the task will provide students with advice about how they may best move forward with their Bodies of Work in the coming weeks.

In many respects, printmaking can be a very process-driven media, with clear sets of procedures for techniques such as relief-printing and etching to get 'from A to B'. This is one reason we see printmaking as a good media choice for the first artwork produced by Year 11 Visual Arts students. Clear processes and procedures support students electing Visual Arts for the first time to have successful outcomes, and help ensure that all students can resolve works fully. In the HSC, the resolution of Body of Work is a critical factor in the marking process, so now is a good time to emphasise its importance. In response to the phrase, 'These are desperate times', Year 11 students are exploring socio-political themes of their choosing as the basis for an artwork produced in a specific printmaking medium, such as silkscreen printing, dry-point and zinc-plate etching, block-printing and collograph printing. They are encouraged to test the accepted conventions of printmaking, express subject matter in ways that move beyond cliché or generalisation, and consider how audiences might interact with their work.

Students of Years 9 and 10 Visual Arts will be focusing on drawing for Semester 1. Beginning with a realistic portrait in charcoal, composed by employing grid-enlargement techniques, and continuing with the use of other drawing media to produce artworks exploring still-life and the urban environment further into the semester, we aim to increase all students' abilities in drawing and note particular skills and preferences when mark-making for each individual.

The Year 8 Visual Arts course is for Term 1 only and focuses on the depiction of the landscape. Students will produce drawings, paintings and prints based on their experiences and interpretations of varied landscapes.

The Visual Arts staff look forward to welcoming Year 7 to the study of this subject at the beginning of Term 2.

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