



FROM THE DEPUTY HEAD

Preparations for Outdoor Education Week and Senior Studies Seminars have now been finalised.

Information and departure times for each year group are included in the table below. It is anticipated that Day Boarders who are off campus on Thursday will be back at school by 4.30pm and can be picked up from their Boarding House. Normal classes will commence on Friday 7 March. *See table below.*

Parents of girls in Years 7-10 should have completed the Medical Form and an outline of each programme will be posted on Schoolbox during the coming week. OEG has briefed students about each camp and girls should be in the process of collecting the equipment and clothing they need for the week.

Parents of girls in Year 12 should have completed the permission slip for their overnight trip to Canberra. If this is not the case, please do so using the following link: [2019 Outdoor Education \(Camp\) Week and Snr Studies Permission](#)

Staff have been briefed and are busily preparing for their camps or seminar programmes.

Students on the Years 9 and 10 camps are required to make their own meal plan and purchase their food for the trip. This is part of the requirements for the Duke of Edinburgh's International Award. These girls have now been briefed on this process and shopping for their camps will take place over the Open Day weekend.

Mr Geoff Marsh

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Outdoor Education Week and Senior Studies Seminars – Tuesday 5 March

Year	Breakfast	Meeting area	Meeting time	Departure time	Approximate return times for 8 March
7	7:00am	Pavilion	8:00am	NA	3:30pm
8	6:30am	Gym	6:50am	7:00am	3:30pm
9	7:15am	Gym	7:45am	8:30am	3:30pm
10	7:30am	Cooper Hall	8:15am	9:00am	3:30pm
11	7:30am	Drama studio	8:30am	NA	Programme finishes at 5.00pm
12	6.45am	Stanley Street	7.15am	7.30am	4.30pm

BOARDING

Friday Night Activities

A weekly highlight, the Friday Night Activities are a wonderful time for all students to come together to join in a fun, interactive evening led by the Year 12 students. Dressing up is often a major part of the evening, and the girls' creativity is evident as they enter the Dining Room, dressed according to the weekly theme. All students are welcome to attend and enjoy the sense of community which is fostered during these evenings together. Dinner commences at 6.30pm, followed by the activity. Girls return to their Houses by approximately 8.00pm.

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 7, Upstairs Western Forecourt, Central Station at approximately 2.30pm. A return trip to Frensham departs at 6.30pm on Sunday evening, from Bay 7, 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 on their term account. Weekly Boarders can return to school on Sunday by 8.30pm or by 8:00am on Monday morning.

Exeats - Full Boarders

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. A copy of the form is available on Schoolbox, in the Parent Forms section. Your assistance with this is greatly appreciated.

Weekend Planner

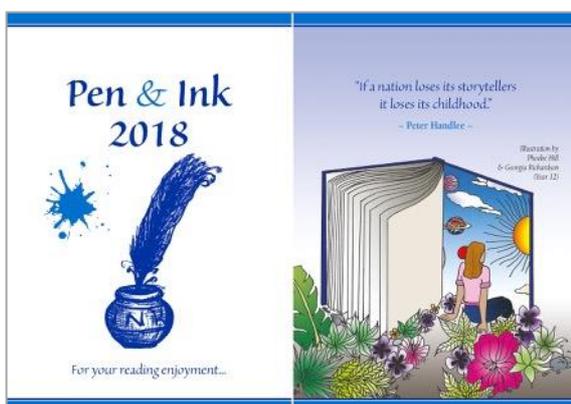
Below is a list of our planned weekend activities over the coming weeks, to assist with planning visits to the school or Exeats for your daughter. All events are subject to the weather and should changes need to be made, we will communicate this via email to those registered to attend - in advance.

Week 4	Sunday 24 February	1.00pm - 4.00pm	Berrima Water Hole	Years 7-9
Week 5	Sunday 3 March	Open Day Weekend – Special programme		
Week 6	Sunday 10 March	2.00pm - 4.30pm	Ten Pin Bowling	Years 7-9

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

TEACHING & LEARNING

The first meeting of Pen & Ink 2019 was held on Thursday evening, led by Year 12 Heads, Harper Northam and Imogen Senior. Pen & Ink is a group of students from Years 9-12 who enjoy spending time together writing, talking about writing, sharing their compositions and their latest great reads from across a wide range of literature. A feature of the time spent together is working collaboratively on the many and varied activities that are thoughtfully designed by the Year 12 leaders to inspire thinking, which in turn inspires short pieces of creative writing that can lead to a more lengthy piece of work.



Students in Pen & Ink enter a variety of prestigious competitions throughout the year. During this term, students will work towards writing and editing entries for the *Dorothea Mackellar Poetry Competition*, a unique national project giving Australia's youth a voice and an opportunity to strive for excellence in literature; and The Whitlam Institute *What Matters? 2019 Competition* for which students must write a 400-600 word opinion piece on what matters to them and why as young global citizens.

Students will display their work on Open Day on Saturday 2 March and remaining copies of the 2018 Edition of Pen & Ink (and there are only a few!) will be on sale for \$15.00 each. All profits from the sale of the 2018 edition will be given to the charity of the students' choice, which this year is *Picking up the Peaces* – dedicated to raising awareness and understanding about Post Traumatic

Stress in the wider population, and to providing assistance and support to our uniformed service personnel.

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

STUDIES

Last week, students in Year 11 were given an overview of the requirements for Preliminary Course Assessment, based on NESAs guidelines. This includes information about completing and submitting assessments, illness/misadventure procedures and ethical behaviour in Assessment Tasks. All information can be found in the Senior Studies Handbook provided to students in hard copy in 2018, and is also available on Schoolbox.

Preliminary Course Assessment calendars, made available last week, will allow students to plan and prepare for formal assessments. For Year 11 students entering Stage 6, undertaking Preliminary courses presents a different and demanding challenge. Having chosen the programme of study which best suits their learning profiles and tertiary aspirations, they now need to become more independent learners. For the first time, they will have scheduled study periods during the school day and it is essential that they use these wisely. Success in study depends not only on aptitude and hard work, but also on effective study techniques. Teachers, Form Tutors and mentors will guide and support students in developing efficient study plans and timetables.

Junior Assessment calendars have been posted on Schoolbox. The purpose of School Assessment is to provide an indication of achievement in a wider range of syllabus objectives than can be measured by an examination alone. Course assessment programmes allow due weight to be given during a course to student achievement which, although evident to the class teacher, may not be adequately assessed in external examinations alone. Therefore, assessment covers both examination and non-examination objectives. Assessment is used to provide diagnostic information for teachers, to provide feedback to students and to report to parents.

Ms Janene van Gogh, Director of Studies – in Residence

DRAMA

Present Laughter by Noel Coward has been announced as the Birthday Play for 2019. Auditions have commenced for Years 11 and 12 and roles will be assigned by Week 6 of this term. The rehearsal schedule will be posted on Schoolbox and girls who are interested in participating should contact Mrs Hannah for further details.

Present Laughter is a comic play, following a few days in the life of the successful and self-obsessed light comedy actor, Garry Essendine, as he prepares to travel for a touring commitment in Africa. Amid a series of events bordering on farce, Garry has to deal with women who want to seduce him, placate both his long-suffering secretary and his estranged wife, cope with a crazed young playwright, and overcome his impending mid-life crisis.

On Wednesday 13 February, students from Years 11 and 12 Drama attended *OnStage* as well as *Writers OnStage/OnScreen* at the Seymour Centre. The girls and staff felt very proud of Chipo Riva and Molly Paradice's achievements, as their Individual Projects were performed and exhibited for *OnStage* respectively. Mrs Hannah attended the presentation ceremony on Friday 15 February where the girls received their certificates from NESAs for their inclusion in the *OnStage* showcase of exemplary works for the HSC cohort of 2018.

In addition to *OnStage* on Wednesday 13 February, the Senior Drama students enjoyed watching a performance at Belvoir St Theatre of Sarah DeLappe's Pulitzer-nominated play, *The Wolves*. DeLappe has crafted an extraordinary, dramatically gripping piece of writing that gives voice to a group of teenage girls in ways that we rarely hear on stage. The talented ensemble of nine young women put their hearts and bodies on the line as a team of indoor soccer players over the course of a season. During the events of the play, we came to realise that despite our individual differences, we work better as a team.

Mrs Sally Hannah, Head of Drama



Chipo Riva and Molly Paradise (2018) at the OnStage presentation ceremony



Senior Drama at the Belvoir Theatre

ENGLISH

English classrooms have begun the year with enthusiasm, engaging in their study of texts, which are explored through a variety of creative and analytical learning activities. Year 7 students are investigating the topic, Silent Voices, through a study of drama, *Honeyspot* by Jack Davis, the picturebook, *The Rabbits*, by Shaun Tan and the novel, *So Much To Tell You* by John Marsden. Through their study, they learn that characters may be a medium through which ideas and societal attitudes and values are conveyed, and that representation and interpretation of character depends on personal and cultural values. This discernment is a skill that continues to be developed over a lifetime of personal experience, and is highly valuable in navigating a rapidly changing global society.

Year 8 students are currently engrossed in a unit titled The Truth of War. They are enjoying the book *A Rose for the Anzac Boys* by Australian author Jackie French. Details of the novel's setting and framing action have been carefully researched, and convey themes that include not only war and loss, but also resilience, duty, comradeship and the capacity to rise above adversity. Students are developing their visual literacy through discussion of World War 1 recruitment posters as a background for the study of war poetry. The unit provides a window into one of western culture's significant historical periods from the perspective of young teenagers, and emphasises the relevance of the past in shaping present attitudes and beliefs.

Year 9 students are also investigating texts in relation to context in a unit titled Who Are We? Through an anthology of Australian poetry, the novel *Looking for Alibrandi* by Melina Marchetta, and extracts from a range of non-fiction texts, they are exploring representations of Australia over time and how our identity has shaped and been shaped by contextual influences such as migration. This is a highly topical issue in our current society, and the girls' study of their texts and related activities provides them with a wide range of perspectives and notions of Australian society.

Year 10 students are engaged in a film study of Alfred Hitchcock's classic thriller, *Rear Window*. In their viewing, discussion and activities, students extend their understanding of film theory and consider the difference between a film director and an author. The unit's inclusion of the history of cinema, and stylistic qualities of pure cinema and suspense, enriches the students' understanding and appreciation of this powerful medium of communication. This is a valuable learning experience when so much of our understanding in contemporary society is gained through visual literacy.

Each stage of the Frensham English curriculum encourages students to develop a love of literature and learning that is challenging and enjoyable. To promote a culture of active, independent and lifelong learners, texts and activities are chosen to foster students' skill and confidence in experimenting with ideas and expression, as they continue to develop their capacity to discern meaning and their fluency in the use of language.

Ms Jennie Mickle, Director of English

HSIE (HUMAN SOCIETY AND ITS ENVIRONMENT)

Students in HSIE have been studying a breadth of topics. Year 7 students are completing their unit introducing the study of History, focusing on issues of human development and sources for early human history. In particular, the syllabus requires students to examine archaeology, and they have been studying the discovery in Sydney of Narrabeen Man as a case study.

Year 8 World Studies have been studying Medieval History, focussing on crime and punishment to understand change over time. Year 9 Australian Studies are continuing their investigation of the Industrial Revolution and are currently researching inventions in the Industrial Age. Year 10 students have completed their examination of the United Nations Declaration of Human Rights and have commenced a study of the US Civil Rights movement.

In the senior years, Year 11 Ancient History are studying issues of preservation and conservation of the Athenian agora and acropolis, while Year 12 are continuing their study of the Roman emperor Tiberius. Year 11 Modern History students are investigating the historiography of the Holocaust, attempting to understand different reconstructions of the past. Year 12 Modern History students have commenced their examination of the Soviet Union and have begun their study of Stalin's rise to power.

Year 11 Economics students are exploring similarities and differences in the areas of economic growth and development between the Australian and Asian economies. Year 12 Economics class is focusing on balance of payments, particularly current account deficit, its structure and cyclical causes.

Year 11 Business Studies students are examining external influences, such as technological influence and globalisation, on the business environment, and how businesses respond to change. Year 12 Business Studies students are studying marketing strategies and the four 'P's: price, product, promotion and placement. In addition, students are considering the service oriented strategies of people, processes and physical evidence in preparation for their upcoming assessment task.

Year 11 Geography students are currently developing their Senior Geography Project (SGP). They are also investigating the hydrosphere as part of the biophysical environment. The Year 12 Geography class is starting their examination of the global wine industry as an example of economic processes in the local environment. Year 12 Extension History students are examining Christian and early modern historians, trying to determine the extent to which they differ from ancient and modern historians in their construction of history.

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.

Frensham students have already embraced the activities and challenges set by the Jamieson Programme this past fortnight.

Year 7: In Frensham Studies, the girls are continuing to learn about the history and philosophy of the School, especially relating to changes which have occurred over the past 100 years.

Year 8: Riding for the Disabled began last week at Sutton Forest and the girls enjoyed helping young people their own age to experience the joy and freedom of horse riding. Throughout Terms 2 to 4, girls will have the opportunity to be involved in farm management, which involves assisting in the general management of the School Farm. Mrs Spencer will contact the girls with a roster.

Year 9: The Cambridge IGCSE *Global Perspectives* course has begun, with a focus on building research skills. Students are being asked to choose a topic they would like to research as part of their first individual project. They are being

supported to create an open-ended question which will enable them to investigate the differing perspectives on a global issue.

Next week students will be preparing for the visit to the Sydney Jewish Museum and the Auburn Gallipoli Mosque in Week 5 as part of a unit titled World Religions.

In Week 1, students experienced a rigorous introduction to their fitness regime as well as a briefing on the importance of maintaining a healthy lifestyle. This underpins the three main areas of fitness that they are focusing on:

- 1 – Aerobic fitness
- 2 – Strength or resistance training
- 3 – Flexibility

Each student's results will be recorded with a view to encouraging and supporting her individual fitness programme throughout the year.

Year 10: Visits to Nursing Homes commenced this week and many students are continuing to visit the nursing home residents with whom they built relationships last year. Senior Holting students are working on Tuesday afternoons in the Lower Holt to remove introduced plants from the area around the open-air theatre and the Centenary Trail. Several Year 10 students are involved on Tuesday afternoons as coaches for junior sporting teams. All of these activities may be used by students to fulfil their commitments for community service for the Silver or Gold Duke of Edinburgh's International Award.

Mrs Merrilee Harris, Head of Jamieson Programme

LANGUAGES

FRENCH

Girls from Year 7 to Year 12 have been excited to take ownership of their new Student book, Workbook and other learning resources. Whether speaking, listening or reading, a student should always have her pen in hand to take notes and reinforce new learning. We encourage the girls to become active and independent learners of French by annotating their Student books and becoming familiar with the resources at their fingertips.

The girls have created their own *Dictionnaire Personnalisé* in the back of their exercise books or in a small note book, to ensure they keep building and widening their vocabulary and authentic French expression. It is very satisfying to watch the girls methodically record newly learnt words and colloquialisms as they encounter them, without any prompting from their teacher.

Flashcards are an age-old method for learning and mastering new vocabulary, and the digital equivalent of this is the online resource, *Quizlet*. Via their laptops, girls can practise *Quizlet* sets which have been created to support every unit of work in the *Tapis Volant* series of textbooks, as well as the main verb conjugations and numbers. The opportunity for friendly competition means that learning vocabulary has become even more accessible, engaging and fun.

LATIN

Students in Years 9 and 10 have been using *Kahoot* in the classroom as part of our teaching and learning, to foster social learning and deepen pedagogical impact while at the same time making learning Latin (everything from grammar and vocabulary to Civilization and Roman History) more interactive and engaging for students.

Kahoot is a learning game made from a series of multiple-choice questions. It has the capacity to add videos, images and diagrams to the questions to amplify engagement. *Kahoot* is played in a group setting and girls answer on their own devices while games are displayed on the IWB screen.

Mrs Kerry Lennon, Director of Languages

MATHEMATICS

The information below is drawn from an article titled *Studying Mathematics for the HSC and Beyond*, provided for Students and Parents by The Mathematical Association of NSW (MANSW), a not-for-profit professional body for mathematics educators of students of all ages.

Although not compulsory in Years 11 and 12, the study of mathematics builds logical, problem-solving capacity and analytical thinking skills which are applicable in varied situations and careers. We believe that all students can improve their understanding of mathematics through engagement in an appropriate level of Stage 6 course, commensurate with their capabilities. Students are advised to choose a mathematics course that is appropriate to their interests and current achievement level, but which also challenges them to deepen their understanding and hence improve their level of mastery.

Mathematics Advanced, Mathematics Extension 1 and Mathematics Extension 2 are incrementally challenging calculus courses involving a high level of algebraic manipulation, respectively building on knowledge and skills developed in previous levels. Content of courses is specific, but interwoven with underlying mathematical concepts and skills which are common to all three courses.

Tertiary Requirements: From 2019, The University of Sydney has introduced prerequisites for a number of courses. For example, students will need to score at least a Band 4 in Mathematics Advanced (or an E3 in Mathematics Extension 1) to enter first year subjects in a wide range of Economics, Commerce, Science and Engineering degrees.

Students intending to go to university to study any kind of STEM degree (Science, Technology, Engineering, Mathematics) should choose Mathematics Advanced, and are strongly advised to study Mathematics Extension 1 in Years 11 and 12 and if possible Mathematics Extension 2 in Year 12. Students aiming to study STEM degrees and degrees which include STEM subjects (such as Economics, Psychology and Commerce), are advised to choose the highest level of mathematics in Years 11 and 12 of which they are capable. Mathematics Standard is designed for students who wish to continue with their study of mathematics in Years 11 and 12 to gain a better understanding and application of mathematics and numeracy in real-world situations. It is suitable for a wide range of future career options which require financial, statistical and practical problem-solving capabilities.

NSW HSC Mathematics course options are:

Year 11	Year 12
No mathematics	No mathematics
Mathematics Standard	Mathematics Standard 1 or Mathematics Standard 2
Mathematics Advanced	Mathematics Advanced
Mathematics Advanced and Mathematics Extension 1	Mathematics Advanced and Mathematics Extension 1
Mathematics Advanced and Mathematics Extension 1	Mathematics Advanced and Mathematics Extension 1 and Mathematics Extension 2

Year 10 are closely guided in their selection of courses for Years 11 and 12.

Ms Joanne Allison, Head of Mathematics

MUSIC

On Monday, senior Music students in Years 11 and 12 travelled to the Opera House for the annual *Encore Concert* where they experienced a selection of the best performances from the 2018 HSC Music candidature. It is important for our musicians to be able to see and critique these exemplars and to understand that the playing and singing of the right notes at the right time is merely the foundation upon which the magic of performance is built.

Preparations are underway for Open Day and the Year 7 and 10 Parent Weekends. Frensham Ensembles such as the

Kennedy Strings, Senior Choir and Madrigals always present workshop performances at Open Day. Individual musicians are involved by way of Open Door Practice Sessions on their instruments as well as in Café performances from the STC Balcony. Parents of Madrigals should note that the girls will be required to sing Grace at the Welcome Dinner for Parents of New Students on the night of Open Day. Madrigals should arrive at 7.55pm for performance at approximately 8.15pm.

Frensham musicians are also busily preparing a special repertoire for the *Centenary of Frensham Fellowship* at the end of Term 1. The Senior Choir and Kennedy Strings are to perform a commissioned work based on the school motto 'In Love Serve One Another', and both the String Ensembles with Concert Band will be staging a rare, combined orchestral performance of Miss Sinden's arrangement of the 'Finale' from Saint-Saëns' *Organ Symphony*.

Mr Michael Spencer, Head of Music

SCIENCE

Year 8 have been studying the topic Energy and Forces by looking at magnetic and electrostatic forces. The action of forces that act at a distance have been observed and related to everyday situations. Students have investigated attraction and repulsion between magnets as well as how magnets can act at a distance, by examining magnetic fields using iron filings and a bar magnet. Year 8 particularly enjoyed using the Van de Graaf generator to produce an electrostatic force which was then passed from person to person by holding hands.



Year 10 students have been studying the topic Car Crashes and have been looking at Speed, Acceleration and Distance/Time Graphs. Experiments have been carried out to determine student walking and running speeds by measuring their time over a certain distance and using the formula, $\text{Speed} = \text{Distance}/\text{Time}$. Another experiment involved rolling a ball down a ramp from different distances and recording its time. This data was then used to create a Distance/Time graph. Ticker timers have also been used to create Distance/Time and measure speed.

Preliminary Biology students are examining Ecosystems in preparation for an excursion to Shellharbour rock platforms in March. Students have been practising techniques that can be used for determining distribution and abundance of organisms in a particular area. One method used for determining abundance is Capture-Mark-Recapture. As trapping organisms, tagging them and releasing are difficult in a classroom situation students simulated the process using dried pasta.

Left: Lucy Arnott (Year 8) showing the effects of the Van de Graaf Generator on her hair

Mrs Alison Andrew, Head of Science

AGRICULTURE & LIVESTOCK TEAMS

The Livestock Show season was in full swing with a double header on Saturday 9 February when the Cattle Team competed in the Nowra Show and the Sheep Team travelled to the Crookwell Show. Both Teams performed very well.

The results of the Nowra Show were as follows:

ECM Junior Steer Competition: 2nd - Pip Ireson (Year 11) leading 'Nollsie' (Angus). 3rd - Isabella Ross (Year 12) leading 'Parker' (Simmental), 4th - Xanthe Hart (Year 11) leading 'Tex' (Highland). **Lightweight Steer Competition - 240 - 340kg:** 1st - 'Paddy' (Simmental) led by Judith Hopkins (Year 9), 2nd - 'Percy' (Limousin) led by Olivia Salkeld (Year 12). **Middleweight Steer Competition:** 1st - 'Nollsie' (Angus) led by Pip Ireson. **Heavyweight Steer Competition:** 1st - 'Nix' (Angus) led by Daisy Latimer (Year 11), 2nd - 'Tex' (Highland) led by Xanthe Hart, 3rd - 'Nathan' (Angus) led by Emily Williams (Year 12).

In an all-Frensham Championship, 'Nollsie' (Angus) led by Pip Ireson came out on top.

Paraders - 14-16 years: 1st - Pip Ireson leading 'Nollsie' (Angus), 2nd - Daisy Latimer leading 'Nix' (Angus), 3rd - Dimity Crowe (Year 11) leading 'Harvey' (Charolais), 4th - Judith Hopkins leading 'Paddy' (Simmental).

Paraders - 17-25 years: 2nd - Olivia Salkeld leading 'Percy' (Limousin), 4th - Emily Williams leading 'Nathan' (Angus).

Some members of the Team braved the spotlight by leading their steers into the Main Arena for the Grand Parade.

On Friday 15 February, the entire Livestock Team travelled to the Kangaroo Valley Show. All students competed in the Beef Cattle Young Judges' Competition where they had to judge and rank four Angus bulls, four Angus heifers and four Red Angus heifers. Junior student, Judith Hopkins (Year 9), placed second and Maggie Waldren (Year 9) placed third. The other results from the day were:

ECM Livestock Moss Vale, Junior Steer Competition: 2nd - Pip Ireson leading 'Nollsie' (Angus), 3rd - Emily Williams leading 'Nathan' (Angus). **Lightweight Steer (under 400kg):** 4th - 'Paddy' led by Judith Hopkins (Simmental). **Junior Paraders (14 years and under):** 3rd - Zé McGrath (Year 9) leading 'Nollsie' (Angus). **Intermediate Paraders (15 - 16 years):** 2nd - Daisy Latimer leading 'Nix' (Angus), 4th - Pip Ireson leading 'Nollsie' (Angus).

The final event of the day was the hotly contested F002 Zone Final, the qualifying event for the State Beef Paraders Final. There were 37 competitors in the class with only ten chosen to represent the Zone in the State Final at the Sydney Royal Easter Show. Frensham students secured five of those spots with Livestock Team members, Miriam Hopkins, Daisy Latimer and Pip Ireson (Year 11), qualifying for the State Final together with Annabelle Seaton-Cooper (Year 11) and Lily Seaton-Cooper (Year 9).

The next cattle show is the Robertson Show on Saturday 9 March.

The Sheep Team travelled to the Crookwell Show on the same day and the results were:

3rd - Novice Ram Lamb led by Brodie Van Egmond (Year 11). 2nd - Novice Ewe Lamb led by Lucy Arnott (Year 8). 2nd - Shorn ewe Lamb led by Ivy McGufficke (Year 10). 1st - Ewe, 1yr and under 2yrs led by Miranda McGufficke (Year 12). 2nd - Ewe, 1yr and under 2yrs led by Alexandra Barton (Year 10). 2nd - Group, 1 Ram and 2 Ewes - any age led by Alexandra Barton, Mollie Laird (Year 10) and Brigitte Watkin (Year 10).

A big Thank You to Frensham parents, miChele and Alan McGufficke, who towed the trailer with the sheep. Thank you also to staff member, Mrs Anna Smith, who drove the student bus. The next sheep show is the Yass Show on Sunday 24 March.

Ms Leonie Mutch, Coordinator of Agriculture & Livestock Show Teams



Pip Ireson (Year 11), Miriam Hopkins (Year 11) and Daisy Latimer (Year 11) qualified for the State Paraders finals

Left: The Livestock Team at the Nowra Show

PDHPE (PERSONAL DEVELOPMENT, HEALTH AND PHYSICAL EDUCATION)

Year 10 PDHPE students, as part of their Fit for the Future unit of work, are investigating the Australian Physical Activity Guidelines and assessing these in relation to their own activity levels. The importance of physical activity and its relationship to wellbeing and health is well documented, and students will complete this unit by designing a personal fitness programme. Additionally, they will participate in a choice of practical activities including fitness and yoga.

Year 7 students have begun with a programme of practical skills using a game sense approach, while Year 8 students have commenced an Athletics unit. The theory unit for Year 7 explores the concept of risk and safe behaviours while Year 8 is investigating a unit on Respectful Relationships.

Year 11 PDHPE students are studying the core unit Better Health for Individuals. This addresses the areas of the dimensions of health, the relative and dynamic nature of health, perceptions of health and the socio-cultural determinants of health. The Year 12 PDHPE class has recently completed curriculum content related to energy systems, training types and the principles of training.

Ms Janene van Gogh, Head of PDHPE

SPORT

Tildesley

Trials for this year's Tildesley Shield have now been completed with the selected girls taking part in the 101st Tildesley Shield on Tuesday 26 and Wednesday 27 March at Pennant Hills Park. The following girls were selected to represent Frensham:

Players

Savanah Gillies, Annabelle Hickson, Amelia Hickson, Emily Gubbins, Sarah Widdis, Harriet Taylor, Zoe Vander Straaten (Year 12), Amber Martin-Smith (Year 11) and Annabelle Ranken (Year 10).

Lines Girls

Kate Crawford (Year 12), Elizabeth Mitchell, Clementine Paradice, Sarah Manwaring (Year 11), Ella Clarke, India Hicks, Ruby D'Rozario and Willa Mitchell (Year 10)

Softball and Tennis

This term's IGSSA season is now underway. In 2019 we have entered 15 Softball teams and 21 Tennis teams. Draws are posted to Schoolbox and you can check your daughter's progress by accessing the IGSSA website: <https://www.ahigs.nsw.edu.au/>

Ms Erin Gray, Head of Sport

EQUESTRIAN

Sophie Hatch (Year 11) has been selected on the National Junior Team to represent Australia at the **Aquis Champions Tour**, Elysian Fields, Queensland, from the May 1-5 2019. Equestrian Australia received many applications for this team and all were of a very high standard, making this a huge achievement.

Over the last few weeks, riders in the Equestrian team have reported the following results in both local shows and State competitions:

Sophie Hatch and Emily Baldwin (Year 11) competed at the **Eventers vs Showjumpers competition at the Gow-Gates Insurance Equestrian Extravaganza** at Wallaby Hill on Sunday 10 February. The event attracted some of Australia's top riders from both the jumping and eventing worlds, including Olympic greats, Stuart Tinney and Shane Rose. Sophie [pictured] wearing Gai Waterhouse colours placed 1st in the showjumping and Emily placed 7th. Sophie also placed 1st and 2nd in the 1.15cm show jumping and Maya Basson (Year 9) placed 3rd in the 105cm Open Hunter Trials.



Sophie Hatch (Year 11) competing at the Eventers vs Showjumpers competition

Bowral Show 12-13 January – Maya Basson (Year 9) placed 1st and 2nd in the 105cm show jumping on Saturday and 3rd in the 105cm Derby on Sunday. MacKenzie Johnson (Year 11) placed 3rd in the 105cm show jumping on both Saturday and Sunday. At **Kiama Show**, 25 January, MacKenzie also placed 1st in the 100cm Young Riders Show jumping. Ava Berkelouw (Year 8) placed 5th in the 105-110cm show jumping at **Berry Show** on Friday 1 February. At the **Nowra Show** on Friday 8 February, Estella Dinnigan Wilkins (Year 9) placed 6th in the 90cm show jumping. Matilda Walker (Year 9) placed 5th in the Junior 85cm show jumping at **Rider Series** on Saturday 9 February. Rebecca Muller (Year 11) placed 2nd in the Junior AM7 class at **Kangaroo Valley Show** on Saturday 16 February.

Miss Victoria Akin, Equestrian Coordinator

VISUAL ARTS / DESIGN & TECHNOLOGY

Information regarding National Art School HSC Intensive Studio Practice courses for 2019 is available online on the National Art School's website: [NAS HSC Intensive Studio Practice courses](#), and has been communicated to students studying Visual Arts in Year 11. The courses provide opportunities for students to develop skills in specific media in a stimulating creative environment. Last year, eight students were offered and accepted places in these highly sought-after courses.

Mrs Spencer and I can assist students in preparing applications which will include examples of work (uploaded to the NAS website). For the first time, application forms, signed by the student, parents/guardians, Mr Alldis/Mrs Spencer, together with specific examples of a student's artmaking practice, **are to be submitted online by the deadline of Monday 29 April (Week 1 / Term 2)**. Offers of places will be made to students by the NAS in Term 2, usually by Week 4.

To be eligible for entry applicants must be:

- in Year 11
- nominated by their Visual Arts teacher, and
- achieving at a high level in their Visual Arts studies

During the NAS HSC Intensive Studio Practice the student will:

- work within a specialised discipline using a broad range of media and art-making processes
- refine their ability to interpret and evaluate their own and others' artworks
- engage in sustained critical reflection and evaluation
- gain practical skills in preparing for, mounting and curating an exhibition

Course Overview

The NAS HSC Intensive Studio Practice is designed to enhance and extend students' technical, conceptual and intellectual skills under the direction of experienced, practising artists, through intensive practical study in one of the following disciplines: black and white photography, ceramics, digital photography, life drawing, painting, printmaking and sculpture. In keeping with post-school degree course practice, drawing and sculpture classes will include undraped life models.

Course Modules and Dates (students must be available to complete all modules)

Module 1 (4 days): Tuesday 16 – Friday 19 July 2019

Module 2/3 (5 days): Monday 30 September – Friday 4 October 2019

The NAS HSC Intensive Studio Practice will still appear on the student's HSC certificate as a one unit course but will not contribute to the student's ATAR count. NAS will issue each student with a 'Statement of Results' which will include a mark out of 50.

The fee for courses in 2019 is \$360. Students requiring boarding accommodation are asked to pay an additional \$360 (\$720 total).

Note about Boarding: Boarding is strictly limited and will be offered only to regional students who have no other accommodation alternative. Boarding students will be offered share accommodation at a nearby hotel and will be supervised at all times by two teachers. Students living within the Sydney Metropolitan and Blue Mountains area, the Central Coast and Wollongong will not be offered boarding facilities and will need to commute.

For more detailed information, follow the link below to the HSC Intensive Studio Practice Brochure and Application Forms.

HSC Intensive Studio Practice: <https://nas.edu.au/education-outreach/hsc-program/>

Mr Phil Alldis, Head of Visual Arts and Design