



FROM THE DEPUTY HEAD

With the Year 7 Weekend, Open Day, the Welcome Dinner and Outdoor Education Week now complete, the school has begun preparations for the Year 10 Weekend scheduled for Saturday 16 and Sunday 17 March. Other events of note to occur in the next fortnight include:

- Hosting of Paya Lebar Methodist Girls' School (PLMGS), Singapore
- IGSSA Swimming Carnival
- IGSSA Tildesley Shield Tennis
- Year 10 Confirmation

Over the next few weeks girls will be discussing their extra-curricular involvement in their Form Groups. Year Coordinators will be keen to ensure that the involvement of each student is varied and at an appropriate level, befitting the ethos of Frensham.

If you are concerned about the involvement of your daughter in the extra-curricular life of the School, please do not hesitate to contact your Year Coordinator or Form Tutor.

The use of technology at Frensham is embedded into all classes, Prep and the Boarding Houses. Educating our students to use technology appropriately is an on-going challenge. Aside from ensuring the safety of all users, there is also the need to develop their skills and support students to use technology as a respectful and efficient communication tool.

Understanding the potential consequences of posting text and images on social media sites, and using language that fits with our community expectations, are all part of this process. If you are concerned about your daughter's use of technology please don't hesitate to contact the School.

International Partnerships

From 15 to 21 March, Frensham will be hosting a group of 20 students (Years 8 and 9) and two staff from **Paya Lebar Methodists Girls' School (PLMGS)** in Singapore. When Frensham staff visited PLMGS last year, they were particularly impressed with the ethos of the school and its close alignment to Frensham's values. PLMGS' status as a Centre of Excellence in Creative Arts fits well with Frensham's strong record of performing arts (Music and Drama). PLMGS will be here for an immersion trip where they will be 'in-class' from Monday to Wednesday as well as joining Frensham musicians for the Year 10 Weekend performances.

Mr Geoff Marsh

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BOARDING

Friday night dinner and activities continue to be a highlight of the week, with Year 12 girls successfully engaging the School in fun experiences that build community and friendships across the year groups. This Friday, a Movie Night is planned as a way of relaxing after a week filled with outdoor activity and adventure, with all welcome!

The first Parent Weekend of the year saw Year 7 welcoming their families to Frensham and sharing with them in the weekend's activities. They hosted the Coffee Shop for Parent/Teacher Discussions, demonstrated their learning in Drama and PDHPE during Open Day classes, and showed their families through the Houses. Year 7 led Sunday's School Service and Concert, and were featured as a cohort in both Music and Drama items.

TRAVEL INFORMATION

End of Term, Start of Term and Long Weekend Travel (SSTS instructions)

To ensure the best chance of securing a seat on School Student Transport Scheme (SSTS) services for End of Term, Start of Term Travel, students should make their bookings to House Staff by the submission date to be advised in subsequent newsletters.

SSTS travel is meeting the needs of students travelling to her place of residence and can only accommodate other requests once all booking have been made. Late bookings will be assessed on a case-by-case basis based on train / coach occupancy and the ability for SSTS to safely complete the additional bookings (managed by SSTS). Late bookings cannot be guaranteed a seat on the SSTS coach services and preference will remain with the boarding students who made their booking requests by the nominated deadline.

End of Term, Start of Term and Long Weekend Travel (Frensham instructions)

Airport Drop Off / Pick Up, Minibus or Hire Car options.

Airline/airport travel details should be submitted to House staff by the requested date published in the newsletter. We ask that flight bookings at the commencement of vacation are made after 6.30pm, as traffic to the airport from Mittagong can be unpredictable. Parents are asked to ensure daughters are fully briefed on ticket information.

A staff member will travel to the airport with the girls, check them in and ensure they are clear on arrangements. Return pick-up times vary. A staff member meets students at the luggage terminal between 4.00pm and 7.00pm so please coordinate flights around that time.

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

TEACHING & LEARNING

New for 2019 – additions to our Standardised Assessment Programme at Frensham

In Teaching and Learning, as part of Frensham Schools Strategic Priorities 2018-2022, we are continuously seeking to improve and extend our assessment and benchmarking using a research-based, robust set of tools to provide data across multiple subjects and year groups, enabling us to study individual, class and cohort level of achievement and growth. This approach to data analysis ensures excellence in teaching practice and enhances creative pathways for learning that increase personalisation and flexibility for all students, so they can achieve their personal best.

In 2019, we will be utilising the newly developed UNSW Global Assessment programme, REACH. The REACH Assessment tools provide us with an annual, independent and objective benchmark of student progress to support our teachers' professional judgement, class-based tasks and formal school-based assessment programme. Tools provided by REACH also inform future curriculum planning and programming.

REACH assessments are based on the Australian curriculum for the relevant year group, are suitable for use across all ability levels, and are administered in comfortable, timed conditions for all students. Items range from recall and routine application of knowledge and skills, through to more demanding questions that provide additional challenge for high-ability students.

In 2019, students in Years 7-10 will undertake the following assessments in an online digital delivery: Digital Technologies, Science, Writing, English and Mathematics. Testing will take place between May and August.

In addition, we have always provided our students with the opportunity to challenge themselves using UNSW Global ICAS Competition papers and we will continue to use this tool in addition to REACH.

ICAS has been redesigned for 2019 and beyond and is aimed at recognising academic excellence for high-potential students, emphasising challenge and extension in tight, timed conditions. The ICAS Competition online papers in 2019 will be offered to those students who reach the top 10% of the cohort in each year from Years 7-12, allowing them to apply their learning and challenge themselves at 'competition level' in each of the disciplines above. The 2019 ICAS Assessments require students to think beyond the classroom, and provide us with data that acknowledges their performance achievement at the highest level.

Please refer to the UNSW Global website for further information:

<https://www.unswglobal.unsw.edu.au/educational-assessments/services/>

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

STUDIES

Year 12 students will shortly confirm their current academic subjects and personal details with NSW Education Standards Authority (NESA) by signing their Confirmation of Entry forms. Additionally, access to Students Online is encouraged as a guide for all information about HSC Examinations, assessment and study advice. Successful academic studies require students to have realistic educational expectations, motivation to do what is needed, and consideration for their own wellbeing (sleep, physical activity and maintenance of healthy relationships). Senior students are currently completing and preparing for assessment work for the term, and establishing or maintaining sustainable revision practices.

The Senior Studies Information Booklet contains information that outlines specific strategies for being a successful learner. In addition, students are guided in their learning by class teachers and may also approach teaching staff to act as mentors for support and encouragement. The mentoring relationship is about guidance and does not replace the student-class teacher partnership. All students have access to the school assessment calendars via Schoolbox. These calendars provide an opportunity for students to plan how they will best demonstrate their knowledge and skills in their subjects. Student consideration of the marking criteria when completing hand-in assessment tasks is a key element in checking their understanding of the task and determining to what extent they have met its demands. The marking criteria is also a useful checklist as part of the editing process before final submission of their assessment.

Ms Janene van Gogh, Director of Studies – in Residence

DRAMA

Year 7 students had a very 'dramatic' Year Weekend this year with a class workshop presentation for Open Day and a short play on the Clubbe Hall stage for the Year 7 Concert. For their performances, each of the Drama classes adapted a well-known picture book for the stage. Under the direction of Mrs Sally Hannah, 7G performed Carol McCloud's children's guide to happiness, *Have you filled a bucket today?* Ms Fiona Shannon directed 7P's performance of Giles Andreae's much-loved story, *Giraffes Can't Dance*. Year 7 enjoyed performing for the school community, showcasing their acting skills, sense of fun and ability to work as an ensemble. The girls entered the stage with confidence and exited the stage with large smiles on their faces in response to rapturous applause from the audience.

"The Drama Studio is not only a fun place to be but it is also a safe place to share." Kate Nicholl (Year 7)

"Drama has helped me become more comfortable with myself around my classmates." Alice Fergusson (Year 7)

"Performing in a play helps us with collaboration and public speaking skills. Hopefully our performance will engage the audience and show our parents how much we've achieved in only a few short weeks." Sophie Simpson (Year 7)

Congratulations to the following students who have been cast in this year's Birthday Play, Noël Coward's *Present Laughter*. Rehearsals begin on Monday 11 March in preparation for performances on Thursday 31 May and Friday 1 June. The cast: Millicent Bolger, Lillie Morrison, Brodie van Egmond, Olivia Hamilton, Caitlin Hargraves and Cate Watson (Year 11), Adele Bouniol-Laffont, Attica Darling, Adelaide Darvall, Gina Macken and Sophie McLean (Year 12).

Mrs Sally Hannah, Head of Drama

ENGLISH

It was wonderful to connect with so many parents of new Frensham students on the Open Day weekend. Some parents, themselves Old Girls or with older children at the School, are familiar with the Frensham ethos; others extolled the values that are lived within the School community. Parents commented on the leadership opportunities available to every girl; and that values including compassion, generosity, service and personal integrity prepare their daughters for a fulfilling, and influential, life in the world beyond school.

Integral to those values is building skill and confidence in communication, both in self-expression, and in interpreting meaning in language use in a wide range of situations. Developing those skills is the essence of learning in the English classroom, exemplified in the first module to be studied in Year 11: *Reading to Write: Transition to Senior English*. Central to this module, which is common to the English Standard and Advanced courses, is developing students' capacity to respond perceptively to texts through their own considered and thoughtful writing, and their judicious reflection on their skills and knowledge as writers. To this end, the girls have engaged with a collection of texts, prepared by Frensham English teachers, that includes articles, biography, speeches, short stories, fiction extracts, drama, poetry and critical writing.

Class discussion about the texts has involved Year 11 students in critical thinking, leading to imaginative and analytical written responses, which provide opportunities for them to increase the command of their own written expression. The girls have engaged with texts that are widely regarded as quality literature, including a range of literary texts written about intercultural experiences and texts with a wide range of cultural, social and gender perspectives.

Two of the texts discussed in class are an extract from *A Fence Around the Cuckoo* from the biography of Australian author, Ruth Park, and the opening paragraphs of the novel, *In the Skin of a Lion*, by Sri Lankan born Canadian author, Michael Ondaatje. These are a but a small sample of the texts read in class, and independently by the students, which have enabled them to further develop skills in comprehension, analysis, interpretation and evaluation. Additionally, the students are engaged in wide reading, each girl selecting an extended literary text of her own choosing to link with one of the short texts in the *Reading to Write* booklet. Having explored the connections between the texts, the girls will deliver oral/visual presentations, in which they will convey their ideas through a clearly defined focus, supported by detailed analysis of language in examples from both texts.

In the latter weeks of the *Reading to Write* module, girls will continue their reading and writing of complex texts in order to broaden the repertoire of their vocabulary and extend control of their use of language to develop and express their own distinctive voices. In this way, their study of English promotes the development of their shared values and personal identity, within the unique Frensham environment.

Ms Jennie Mickle, Director of English

HSIE (HUMAN SOCIETY AND ITS ENVIRONMENT)

It will soon be time for students in Years 7-10 to start preparing for assessment tasks. Assessments in HSIE are focused on developing skills in the context of relevant content. Students are encouraged to discuss any problems they are having with their teacher as soon as possible to ensure that there is enough time to implement the advice.

Year 7 students are working on the analysis of historical evidence, focusing on Narrabeen Man and assessing the limitations of evidence and why historians and archaeologists might disagree.

Year 8 students are currently undertaking a Site Study on the Tower of London which will form part of their assessment. Students will gain an understanding of the importance of the Tower and its role throughout time, and write a letter to the British Prime Minister outlining why it is worthy of preservation.

Year 9 students are working on their assessment task and are responsible for creating a museum display of online sources that explore the experiences of men, women and children during the Industrial Revolution, and the changing way of life.

Year 10 students are examining the Civil Rights Movement in the United States as part of the study of rights and freedoms. They will then use this understanding to compare it to the challenge of achieving rights and freedoms in Australia in the 20th century.

Year 11 Geography students have been refining their skills; learning more complex geographic mapping and how the lithosphere contributes to the functioning of the biophysical environment. Year 11 Ancient History students have completed their study of conservation and preservation of ancient sites and have started their examination of Tutankhamun's Tomb. Year 11 Economics students are exploring the role of the consumer in the economy through an analysis of savings and spending patterns. They have also been invited, in conjunction with Year 11 Business Studies classes, to participate in the ASX Sharemarket Game. Students are given 50,000 hypothetical dollars to invest and monitor their share portfolio over 12 weeks. Year 11 Business Studies students are continuing their study of influences and their impacts on business profits and market share. Year 11 Modern History students have commenced their historical investigation which requires students to choose a topic they find interesting, research it, and write an essay.

Year 12 Geography students have been reviewing geographic skills and completing past HSC papers to become familiar with the format of the skills section of the paper. They have also begun their investigation into the factors explaining the features and future of the global Wine Industry. Year 12 Modern History students are learning about Stalin's Soviet Union, coming to grips with his economic, social and political transformations of the Country. Year 12 Economics are currently investigating the factors that influence the value of the Australian dollar against other currencies, with a view to predicting the impact of currency movements on the economy. Year 12 Ancient History students are examining the individual Julio-Claudian emperors in preparation for their assessment task on that topic. Year 12 Modern History are continuing their study of history over time and in the early modern period. Year 12 Business Studies are commencing a case study for their assessment task.

Dr Stephen Clarke, Head of HSIE

JAMIESON PROGRAMME

In Week 6, all students are actively involved in Outdoor Education Week:

Year 7: The girls are camping in the Lower Holt which involves learning basic camp craft such as setting up camp, cooking, camp hygiene, teamwork, environmental awareness, orienteering, map-reading and navigation. They will also be engaged in activities such as mountain bike riding, abseiling and bushwalking.

Year 8: Students experience an expanded view of their local environment through hiking, canoeing and bike riding from one destination to another on the South Coast, as well as overnight camping. They undertake a full range of camp activities including campsite selection, map-reading and navigation, cooking and camp hygiene.

Year 9: This camp is a practice Duke of Edinburgh's International Award Bronze Level Camp. The expedition to Biloela, the Outdoor Education Group property, includes canoeing and hiking and self-catering for the first time. Camp crafts and navigation skills are also tested, with emphasis on leadership skills as well as supporting each other.

Year 10: This expedition meets the requirements for a Silver level Duke of Edinburgh's International Award trip. Students commence the expedition at the Tugalong staging area and hike through Biloela. It is a self-catering trip and girls are encouraged to take leadership roles in navigation, setting up camp and cooking.

Last Thursday, Year 9 students visited the Sydney Jewish Museum and the Auburn Gallipoli Mosque as part of the *Religious Studies* component of the Jamieson Programme. The girls have researched the nature of both the Jewish and Islamic religions in preparation for this excursion. They gained insight into the lives of Australians who belong to the Jewish and Islamic faiths and how religion fits into their daily lives.

Finally, Year 9 students in the Cambridge IGSE interdisciplinary course, *Global Perspectives*, have been investigating a range of interesting debates and issues in preparation for their first Individual Research Project.

Mrs Merrilee Harris, Head of Jamieson Programme

LANGUAGES

FRENCH

The inaugural French Club evening on Monday 25 February was a great success and a credit to the coordinating team of Year 12 students lead by Adele Bouniol-Laffont and Imogen Senior. The girls set off on a *chasse au trésor* around the School with clues devised by the organisers, all written in French. French students from Years 7-12 were put into teams representing a mix of experience and ability, with each girl bringing her *connaissances* and *savoir faire* to the puzzles they needed to solve. Back in the Dining Room, French music set the mood for a celebration with homemade *crêpes* and a quiz on *la culture française*.

The Open Day 'in class' lesson provided a unique opportunity for parents and interested observers to gain an insight into the workings of the Year 8 French classroom. Students watched an excerpt from the film, *Belle et Sébastien*, then reconstructed the lyrics to the theme song, *Belle*. By using the routine 'See, Think, Wonder', the girls were invited to imagine the meaning of the song and the relationship between Sébastien and Belle. Girls then revised vocabulary they could use to describe the boy and his beautiful dog and just had time to play a couple of rounds of Quizlet to reinforce their learning. The lesson was thoroughly enjoyed by all, including the visitors who were included in the activities.

French Club Treasure Hunters: Isobel Burge (Year 9), Sophie Domazet (Year 9), Sarah-Joy Day (Year 8), Sienna McGregor (Year 9), Joanna Hicks (Year 12)



LATIN

During the Latin 'in class' session at Open Day, Year 9 Latin students showed their capacity to make linguistic connections by way of a Language Derivation Quiz. The quiz tested their ability to explore grammatical systems; to demonstrate their appreciation of how languages work - identifying grammar terms, word order, tenses, and case usage; and to draw links between their knowledge of Latin and English. All those present, including visitors, were able to witness the engagement and skill of the girls who clearly regard studying Latin as fun and relevant.

Latin students in Years 9-12 are preparing for the annual **National Latin Examination** in Week 7 by practising past papers. Girls in Year 9 and 10 have been focusing on revision and acquisition of the grammar and cultural knowledge necessary for the examination, as well as the style of questions asked.

Mrs Kerry Lennon, Director of Languages

MATHEMATICS

Using games in the teaching and learning of mathematics is recommended as a means of promoting learning. Paul Ernest (1986, *Games: A Rationale for Their Use in the Teaching of Mathematics in School*) suggested that, 'Games generate enthusiasm, excitement, total involvement and enjoyment'. Games can promote fluency and develop the ability to use strategies and reasoning. They can build a deeper understanding of concepts, engender motivation, participation and engagement in learning, and can provide students with immediate feedback.

Games can be used from Kindergarten through to Year 12. When teachers choose suitable games that target the desired

curriculum outcomes, they can also increase the students' working mathematically and/or content outcomes. It is essential for teachers to discuss with the students the learning that is happening while they are playing, either at the beginning or end of the game, and to use formative assessment practices to ensure that students have learnt what they were hoping they would. In addition, it can be a worthwhile experience for students to actually create games.

Jenni Way (1999, 2011) on the NRIC website highlights the following from Oldfield and Alridge & Badham. Oldfield (1991) says that mathematical games are 'activities' which:

- involve a challenge, usually against one or more opponents;
- are governed by a set of rules and have a clear underlying structure;
- normally have a distinct finishing points;
- have specific mathematic cognitive objectives.

This week, Mr Day accompanied some of our Years 9 and 10 students to a Talented Maths Workshop presented by Inquisitive Minds (in partnership with MANSW), which was held at William Carey Christian School, Prestons. In this workshop, students were exposed to an interactive lesson teaching advanced problem-solving strategies, a large group Mathematics Relay and a Hands-on Problem Solving Competition. When Inquisitive Minds visited last year in Term 4 and ran a similar workshop for Years 7, 8 and 9 students, they invited Frensham to join this year's workshop, based on our enthusiasm for the mathematics games and puzzles and our competent, problem-solving skills.

Girls noted that though the day was exhausting and challenged them, it was still fun. And, in a great result, Frensham placed second out of the ten schools from around Sydney with Grace Lewis (Year 10) placing first overall.

Ms Joanne Allison, Head of Mathematics



Frensham's 'Talented Maths Workshop' Team from left: Liliith Parker Year 10), Ella Hopperton (Year 10), Annabelle Ranken (Year 10), Olivia Laverty (Year 9), Ankitha Avvari (Year 9), Caitlin Quinn (Year 10), Eleanor Swan (Year 10), Emily Webb (Year 10), Grace Lewis (Year 10), Madeleine Mulligan (Year 10).

MUSIC

Open Day and the Year 7 Parent Weekend always provide a wealth of performance opportunities for Frensham musicians. On Open Day, the Kennedy Strings, Senior Choir and Madrigals presented workshop performances in Cooper Hall while the String Quartet and Elective Music students entertained Café patrons throughout the day from the STC Balcony.

Sunday's School Service featured the performance of an anthem, *Panis Angelicus*, involving both the Junior and Senior Choirs. The Junior Choir responded particularly well to the challenge, singing with discipline and poise. In the concert that followed, the Madrigals performed an arrangement of *I'll Be There* by the Jackson Five with all of Year 12 featured as soloists.

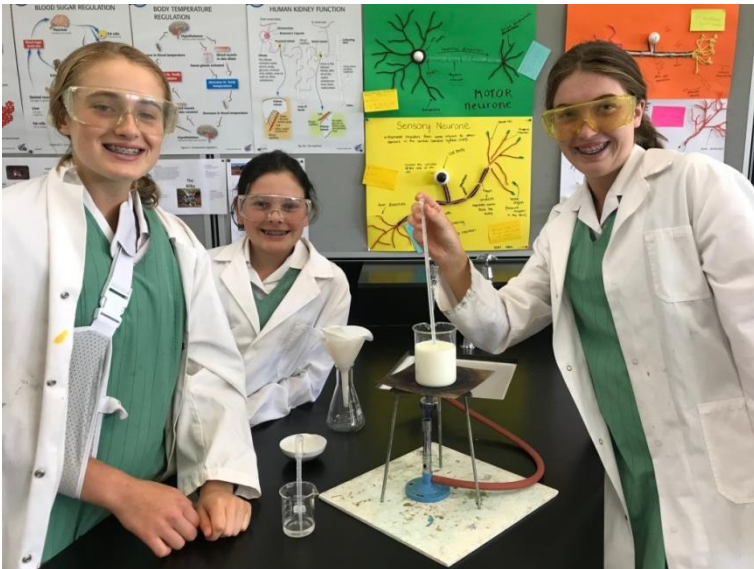
In Music classes, Year 7 students have been learning about rhythm and making music with found objects. In the final item of the Year 7 Concert, the entire year group performed a sophisticated percussive arrangement with garbage bins, sticks and spoons.

Parents of Senior Choir members are reminded that the Choir will be supporting Year 10 Confirmees by singing at the Confirmation Service on Saturday 16 March. Students must wear formal uniform (with blazer and hat) and should arrive at St Stephen's Anglican Church, Mittagong by 1.30pm to allow for a rehearsal of the Anthem. This Service is one of the Senior Choir's annual commitments and all choristers are required to attend.

Mr Michael Spencer, Head of Music

SCIENCE

Year 10 scientists are continuing their study of Physics in the topic, 'Car Crashes'. Experiments have been carried out using Crash test dummies to look at the effects of speeds on the passengers in a car during a head-on collision, and how the use of a seat belt relates to the Law of Inertia (An object at rest stays at rest and an object in motion stays in motion with the same speed and in the same direction unless acted upon by an unbalanced force). This experiment assisted them in their first assessment task for the year which requires the design their own safety features for a car, in relation to Newton's Laws.



Year 9 students have been studying the topic, 'Chemical World', where they have been introduced to the Periodic Table and have used data from it to draw atoms of elements, determine Atomic Number and Atomic Mass, and name ionic compounds. Experimental tasks have included testing the Law of Conservation of Mass and making a polymer (casein) from milk.

Left: Sienna Campese, Lara Kyriazis and Phoebe Rowntree (Year 9) heating milk to make a polymer.

Year 8 Science classes have finished the Physics topic, 'Forces and Energy', and will be starting 'At the Chemist' after Outdoor Education Week. Year 7 students are continuing their study of 'Scientist' and have been focusing on the development of their skills. In particular they have practising measurements such as length, volume, mass and temperature. The ability to accurately use scientific equipment is an important part of being a scientist.

Mrs Alison Andrew, Head of Science

AGRICULTURE & LIVESTOCK TEAMS

The Year 9 Agricultural Technology class has been researching vegetable varieties which can be grown in the Southern Highlands and designing their vegetable garden layout. They have now planted carrots, silverbeet, bok choy, lettuce, radish and snow peas, which are all flourishing. While the vegetables are growing, students have been learning about the beef cattle industry and working with the school steers.

Year 10 Agricultural Technology students have been studying sheep and exploring the lamb industry through hands-on experiences with the School Poll Dorsets. They have also been practising their sheep judging skills in preparation for the zone finals which will be held at Holt Farm on Wednesday 27 March.

The Year 11 Agriculture class has been developing posters to highlight the importance of biosecurity and how to stop the spread of invasive pests in Australian Agriculture, as part of their Plant and Animal Production units.

Year 12 Agriculture students have been researching Technology in Agriculture and preparing an oral presentation for the class on Global Positioning Systems (GPS) and satellite imagery, biotechnologies, computer technologies including Smart phone Apps, robots and drones and their application in Agriculture, and electronic identification.

Ms Leonie Mutch, Coordinator of Agriculture

PDHPE (PERSONAL DEVELOPMENT, HEALTH AND PHYSICAL EDUCATION)

Year 9 Focus

This term in Year 9 PDHPE theory, students have investigated factors that influence their sense of self and shape their identity. Reflecting on positive and negative experiences in their lives, they have looked at how values and beliefs influence wellbeing. This will form their assessment for this term as they evaluate their own and others' capacity to respond positively to challenge. The marking criteria for the assessment requires students to communicate detailed and relevant information that recognises how the individual selected has overcome adversity, and demonstrate a comprehensive understanding of the qualities of resilience shown by the individual. An emphasis on academic writing, including structure, vocabulary and punctuation, is also an explicit part of the assessment criteria.

In support of this assessment, students have had an opportunity in class to examine the story of Deng Thiak Adut, 2017 NSW Australian of the Year, and his early life prior to coming to Australia as a refugee.

Practical lessons involve a focus on net/court games where students adapt and improvise movement skills while justifying choices when solving complex movement challenges. They are asked to consider:

- how they use feedback to create adaptations to movement skills to make them more effective
- how they can create new strategies and tactics to improve movement and evaluate the effect these have on performance
- how they can be inclusive in group situations so as to assist and lead others during physical activity

The new syllabus with regards to practical movement experiences aims to build the ability of students to challenge, question and interrogate knowledge and information in PDHPE, and develop physical literacy through an inclusive and holistic approach with an equal focus on movement proficiency, motivation to move and appreciation of the value of moving.

Ms Janene van Gogh, Head of PDHPE

SPORT

Term 2 IGSSA Sports Selections – Basketball and Football

Over the past week, girls have been making their choices in preparation for the Term 2 Basketball and Football season. Trials will begin in Week 8B (Tuesday and Thursday mornings – 6:10am) for all girls in Years 10, 11 and 12 who wish to try out for Teams 1 and 2 in either Basketball or Football. Selections will start for all other teams in Weeks 10 and 11 (depending on where Softball and Tennis teams finish).

Ms Erin Gray, Head of Sport

EQUESTRIAN

Equestrian NSW 2018 Annual Awards for Excellence

On February 27, Miss Akins and Miss Hooke together with the Head and Vice Heads of Equestrian attended the 2018 Annual Equestrian Awards night. Head of Equestrian, Charlotte Lalak (Year 12) accepted the award for Equestrian NSW Interschool Champion School. Alexandra Inglis and Elizabeth Taylor (Year 7) accepted the Gib Gate award for Champion Primary School in addition to individual awards: Alexandra Inglis – Champion Primary Show Jumping, Champion Primary Combined Training and Overall Primary Champion and Elizabeth Taylor – Show Horse Owner of the Year. Olivia Barton (Year 12 2017) was awarded Junior Eventing Athlete of the Year.

Over the last fortnight, girls in the Frensham Equestrian team have been competing in a range of local and inter-state competitions and have achieved the following results:

Olivia Salkeld (Year 12) competed at **Kangaroo Valley Show** on February 16 and placed 3rd in the 90cm Open AM7, 4th in the 1.10cm AM7 and 4th in the Accumulator (max 1.20cm). Emily Gubbins (Year 12) placed 1st in the Novice 2A and 2nd in the Novice 2B at **Bowral Dressage** on February 17. Ginger Kennett (Year 11) competed in **Sydney Summer Classic ODE** at SIEC on February 23 and 24 and came 11th in the CNC 1*. Maya Basson (Year 9) placed 5th in the CCN1*-S and 5th in the EvA 95cm.



Left: Ginger Kennett competing in the **Sydney Summer Classic ODE** at SIEC.

Sophie Hatch (Year 11) has been invited to participate in the **German Friendship Games** from July 23-28 where she will represent Australia against other countries. Every German participant brings a horse for the foreign teammate and they train together and start in the show as a team. The six days of international teamwork and understanding encourages new friendships and sharing of the love of horses, as well as the learning of different languages.

Sophie has also qualified for the **Sydney Royal Easter Show** in the Junior Show Jumping 1.20-.1.30, 18 years and under.

The next **Interschool Event** is the **Oxley College Equestrian Day**. It will be held on Sunday 7 April at 'Wyeera' Bong Bong Racecourse. The full programme has been emailed to girls and all entries should be made via Nominate at www.nominate.com.au. We had a large number of girls representing Frensham at this event last year and strongly encourage any new members of the Frensham team to take part.

Miss Victoria Akins, Equestrian Coordinator

VISUAL ARTS / DESIGN & TECHNOLOGY

On Tuesday 19 February, Year 8 students attended an excursion to the Campbelltown Arts Centre to view *Borrowed Scenery*, a group exhibition featuring prominent Australian women artists such as Elisabeth Cummings, Gloria Petyarre, Rosalie Gascoigne and Fiona Lowry.

The exhibition featured over 50 artworks from the Campbelltown City collection including ceramics, weavings, sculpture, paintings, prints and new media. As the girls are currently undertaking a Landscape Unit in Visual Arts, the focus was on artworks which explored the landscape, and included examples of both Indigenous and non-Indigenous works.

Upon their return to school, the students visited the Holt where they took photographs in preparation for a landscape painting which they will produce in the next weeks. During the last part of the day, students uploaded their photographs and manipulated them through Photoshop.

Mr Phil Alldis, Head of Visual Arts and Design