



FROM THE DEPUTY HEAD

Term 2 Sport and Extra-subjects

Students in Years 7-12 have been asked to nominate either Football or Basketball as their Term 2 team sport. Students are also able to take part in Cross Country. Training for Cross Country will begin in Week 9.

The IGSSA Cross Country will be held at Frensham on Friday 17 May. This is one of the major sporting events on the IGSSA Calendar with over 800 runners from more than 30 schools taking part. Schools are allowed to enter up to eight runners in each age group.

Extra-subjects Forms for Term 2 will be posted for parents to complete during Week 9. It is assumed that students will continue their Term 1 Music and Tennis lessons. All other activities, including Sturt, are on a term-by-term basis and parents should complete new forms where applicable.

BYOD Programme

The BYOD Programme across the School continues to provide students with valuable educational tools and opportunities for staff to educate students on the appropriate use of IT.

BYOD is not just about the technology; it is about a school providing quality education in a networked world and schools operating in a networked paradigm. It is also about schools providing transformational instructional activities where students are able to demonstrate what they have learned using their chosen device. At Frensham, students are linked to classes through their mobile device via a Learning Management System (LMS), in our case Schoolbox. A LMS allows teachers and students to collaborate, communicate and integrate other learning tools through one learning portal.

Mr Geoff Marsh

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BOARDING

Student Travel Arrangements for the end of Term 1 and the start of Term 2

Bookings have closed. Please note that it may not be possible for State Rail Authority to accommodate late bookings.

SSTS Preference is given to places for **boarding students travelling home**.

Re: Information regarding luggage restrictions for booked transport

1. **Stored Luggage** - no more than two items for stowage in luggage bins on coach services. Not to exceed 60cm (height) x 70cm (length) and 50 cm wide (ie: length, depth and width not exceeding total of 180cm) and 20kg in weight.
2. **Hand Luggage** - the total weight of hand luggage **is not to exceed 5kg** and must be able to be stored **under the seat**. Hand luggage that does not fit under the seat must be stored in the luggage compartment beneath the coach.

If you require further information regarding travel, please email Ms Amanda Graham at: boarding@frensham.nsw.edu.au

South West Bus

The Cootamundra, Harden & Yass Bus Service will be operating this weekend, Sunday 24 March. 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)

Please note the following dates for the remainder of the year:

- Term 2: Sunday 12 May
- Term 3: Sunday 18 August and 15 September
- Term 4: Sunday 10 November

Weekly Boarders

To assist with ensuring a positive start to each week, we ask that Weekly Boarders return to school on Sunday by 8.30pm or no later than **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 if changes need to be made, we will communicate this via email to the girls in advance.

Week 8	Sunday 24 March	1.00pm - 5.00pm	Macarthur Shopping Trip	Years 7-9
Week 9	Sunday 31 March	Time TBA	Bowral Cinema	Years 7-9
Week 10	6-7 April	CLOSED WEEKEND - separate programme planned for all students *All Years 7-12 are performing in the Back to Frensham Weekend Service and Celebration, 10.00am Sunday 7 April*		

Correspondence

To ensure a prompt reply is given to all enquiries related to Boarding, we ask that parents communicate with us via the following: Emails: boarding@frensham.nsw.edu.au or Phone: 4860 2114

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

TEACHING & LEARNING

What matters? Writing Matters.

Writing is easy. All you have to do is cross out the wrong words ~ Mark Twain

At Frensham Schools, teachers provide all our students from Preschool to Year 12 with opportunities for purposeful and meaningful writing practice – daily – by hand. We aim to develop and make routine the kinds of thinking processes required by students to be successful learners and successful writers.

Through contemporary research, it has been proven that one of the most effective ways to learn, study and retain new information is to write by hand, because putting ink to paper stimulates a part of the brain called the Reticular Activating System (RAS).

As successful communication is regarded as one of the key 21st century skills, it has been shown that consistent, deliberate

writing practice will boost both student skill and comfort level with communicating their ideas, thoughts, arguments and feelings. In addition, writing helps students review and remember recently learned material. A brief writing task is the best way to reinforce the material, support long-term recall and help build writing skills simultaneously.

Significantly, for teachers, writing helps us assess student learning and, for students, to assess their own progress in relation to their personal learning goals. Given that the most common use of writing in the contemporary classroom is for a student to demonstrate that he or she knows and understands a concept, writing tasks help teachers 'see' what material students have mastered and where there may be gaps. Writing makes thinking visible and thinking must be undertaken to learn.

Most importantly, for our 'digital natives', writing encourages creativity and exploration thereby helping students use their imaginations, explore possibilities, delve into problem solving, and engage in storytelling. In addition to writing assignments that 'count' (ie assessment tasks) it is important to give opportunities for what we term 'low stakes' writing time, so that students can explore vocabulary, concepts, and writing styles that they wouldn't risk in a formal task that will be 'graded'. This takes different forms in different Key Learning Areas but is, essentially, an 'ideas space' where grammar, punctuation, structure and form are not the focus, but a time when students can record and 'play with' their thinking and share their ideas with their peers and teachers.

Teachers believe it is vital that we continue to place emphasis on writing across all forms – writing for personal enjoyment and satisfaction, writing to document learning, writing to reflect and evaluate, and routinely give our students authentic writing experiences daily. Thus, when we ask, as professional educators at Frensham Schools, 'What is it that students need us to learn to do?' we know that ONE of the answers is for us to ensure we give them TIME to write.

Exercise the writing muscle every day, even if it is only a letter, notes, a title list, a character sketch, a journal entry. Writers are like dancers, like athletes. Without that exercise, the muscles seize up. – Jane Yolen

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

STUDIES

Camp Week provided opportunities for many of the character attributes we expect Frensham students to display including caring, honesty, fairness, responsibility, and respect for self and others.

While students in Years 7-10 were challenged with outdoor experiences, Year 11 and 12 were involved in a different experience with Year 12 travelling to Canberra for University visits and HSC Visual Arts and Design and Technology exhibitions and Year 11 exploring leadership in various sessions at the School.

Year 11 students noted a positive camp experience, which included workshops on interview technique and exploration of ethical decision-making. In addition, Ms Gillick conducted a Leadership session prior to a full-day presentation by the 'Burn Bright' organisation. With the basis of their work built on servant leadership and the value of positive relationships in being able to lead purposefully and constructively, girls were actively involved in exploring leadership in a fun and dynamic environment.

Other elements of the programme included a Bowral Cinema experience to see *On the Basis of Sex*, based on the true story of Ruth Bader Ginsburg and her struggles for equal rights leading to her nomination and confirmation as US Supreme Court Associate Justice, and our guest speaker Chief Petty Officer Amy Vickers from the Royal Australian Navy. Her messages about teamwork, leadership and striving for excellence were well received by the students. A new addition to the programme included Year 12 students sharing their insights and advice about being a successful student with the Year 11 girls.

Ms Janene van Gogh, Director of Studies – in Residence

DRAMA

On Wednesday 20 March, Drama students from Years 9-12 attended a theatre performance of *The Stones* and a workshop by Zeal Theatre Company. *The Stones* explores the relationship of two boys, aged 13 and 15, learning to deal with the consequences of their actions after kicking rocks off a freeway overpass. *The Stones* is about risk-taking behaviour and the pain of guilt when things go too far. The play places the audience in the position of a jury where they must consider whether the boys are responsible for their actions or too young to know what they were doing. The play, written and performed by Stefo Nantsou and Tom Lycos (pictured below), is a tour de force of physical theatre by two of Australia's most experienced performers for young audiences and has earned a worldwide reputation of being one of the most successful plays for teenagers. Since its premiere in 1996 the original production has been performed over 1,200 times including seasons at the National Theatre in London and The Duke on 42nd Street in New York, as well as having been translated and performed in over 30 countries.

"...the performers have the tight spontaneous timing of a jazz duo."

- **New York Times**

"Acting and storytelling at its finest..."

- **The Vancouver Globe**

"...an urgent and intense two hander..."

-**London Time Out**



The performance was followed by a series of small group workshops focused on playbuilding using improvisation to explore ideas, characters and situations, as preparation for the girls' end of term assessment tasks. Stefo and Tom will return to the School on Sunday 23 June to assist Year 12 Drama students with the final stages of their Group Performances prior to their practical examination for the Higher School Certificate.

Mrs Sally Hannah, Head of Drama

ENGLISH

I study literature because I believe there is power in stories. Literature is both intensely personal as well as a communal experience. I love examining how words, sentences, characters, plot-lines and tropes reveal who we are as humans. Humanity is a complicated thing, and requires an infinite amount of words to describe and analyse. That's the joy of studying literature...there is always a new reality to discover.

The above quote is from a newly graduated high school student responding to her university lecturer at the beginning of a literature course. The value of reading and studying literature is widely recognised. Noting that reading literary stories leads to higher scores on standardised tests for social skills than reading non-literary stories, a recent article titled 'Empirical research on readers in schools and at the workplace' published in *Scientific Approaches to Literature in Learning Environments* explores what learning from literature entails, what literature can mean in the lives of readers, and what they may discover about themselves and others. In defining 'What Makes a Book "Great"?', Professor J Rufus Fears from the University of Oklahoma, identifies four characteristics: its focus on great themes such as love, courage, and patriotism; its composition in a noble language; its ability to speak to readers across the ages; its ability to speak to readers not as groups, but as individuals.

How do these generally accepted findings fit with the study of literature in Frensham English classrooms? It is the goal of our English Faculty to select a wide range of texts that will provide 'intensely personal as well as a communal experience' for our students. From Jack Davis's play *Honeyspot* in Year 7, to Year 12's study of autobiographical essays by Australian writer Tim Winton, all literature discussed in class is carefully chosen to fulfil the syllabus objectives of personal enrichment and an appreciation of the power of language to explore the social, cultural, ethical, moral, spiritual and aesthetic dimensions of human experiences.

Moral questions are raised in the Year 8 novel, *A Rose for the Anzac Boys*. Through their discussion of themes of family relationships, mateship, honour and patriotism in this and other texts, the students are challenged to consider the 'myths' of war and the idea of context, purpose and audience, and their impact on representations of war. Through analysis and discussion of textual representations of war, they consider how and why these representations change over time and are encouraged to investigate and develop their own values in relation to war and its representation. In Year 10, the study of Shakespeare's *Macbeth* and the novel *The Book Thief*, continue some of these ideas. Within a supernatural framework (the predictions of three witches, and Death as an omniscient narrator respectively) the texts explore the power of words to influence values relating to themes of loyalty, courage, love, guilt and identity.

By the very nature of its stories, readers of quality literature develop both a critical view of its narrative construction (rhetorical devices and the use of language), and insights into the human condition and the moral complexity that entails. In the words of another student from the same university course as the opening quote for this article, 'I can read a Greek tragedy two thousand years later and agree with things that some older white man was saying because he was a human being, and I am a human being. . . I have had reading experiences that taught me more about what it means to live in this world.'

Ms Jennie Mickle, Director of English

HSIE (HUMAN SOCIETY AND ITS ENVIRONMENT)

Year 7 World Studies have commenced their study of Ancient Egypt. The classes are focusing on the importance of geographical aspects to the success of Egypt (for example the Nile, the location of Egypt in the Mediterranean) and will move on to examine the importance of primary sources in investigating life in Egypt in the ancient world.

Year 8 World Studies are completing their study of Medieval Europe. They will examine religion and the growth of the Church in the period before moving into a study of medieval Japan in the time of the Shogunate.

Year 9 Australian Studies have commenced their assessment task on the working conditions during the Industrial Revolution. This will end their examination of the Industrial Revolution and students will then begin to examine the long and short term causes of the First World War, moving on to examine both the First and Second World Wars.

Year 10 Australian Studies have completed their study of the rights and freedoms of African-Americans in the mid-20th century and have started their assessment task on the changing rights and freedoms of Aboriginal and Torres Strait Islanders in Australia. This in-class essay requires students to identify three events that led to a change in indigenous rights and freedoms and incorporate these into an essay making a judgement about the nature of the change over time.

Year 11 Modern History students have commenced their individual research project. This requires students to write a 1,200-word essay on a topic of their choosing and students are refining their topic area and question prior to commencing research. The Year 11 Ancient History class is investigating the nature of Tutankhamun's tomb, examining the range of artefacts and making a determination about what this can tell us about the life of a pharaoh in New Kingdom Egypt and the burial of pharaohs in this period. Year 11 Business Studies are looking at the Business Life Cycle and reasons for business cessation. Year 11 Economics students are investigating Australia's trade policy with a focus on the impacts of the closure of the Australian motor vehicle industry on households, businesses and the government. Year 11 Geography are investigating desertification as a form of land degradation. They are examining the causes, impacts and management of desertification in Australia, the Sahel and China.

Year 12 Modern History students are investigating the nature of Stalinism in the Soviet Union. They have considered the use of terror and its importance and are commencing an investigation of the role of the Cult of Personality. Year 12 Ancient History students are examining the Roman emperor Nero and the nature of his rule in preparation for the upcoming assessment task. Year 12 Business Studies will complete their assessment task on Marketing this week. They are also choosing Case Studies to support possible extended response questions. Year 12 Economics students are examining both the size and extent of businesses in Australia and their role in driving employment, innovation, economic growth and improved living standards. Year 12 Geography are examining the factors explaining the global wine industry, focusing on technology and the sociocultural factors influencing the spatial patterns and future directions of the economic activity.

Dr Stephen Clarke, Head of HSIE

JAMIESON PROGRAMME

Congratulations to all year groups on completion of their respective Outdoor Education Camps. Students enjoyed perfect weather and by most accounts, embraced the challenges of camp. It is hoped that through the camp experience, girls will rise to physical and emotional challenge with grit and determination, developing strong leadership skills as a result.

Complementing the Camp experience, teachers are working with Year 9 to develop individualised fitness programmes with the goal that girls will embed exercise that is appropriate to their age, ability and interests in their daily life. With this in mind, students have been documenting their weekly fitness activities into a fitness journal so that teachers can support girls to reach this goal.

Last Thursday, Year 9 students visited the Nan Tien Temple as part of the *Religious Studies* component of the Jamieson Programme. The girls listened to informative presentations about the nature of Buddhism and participated in a session of Tai Chi and meditation followed by a vegetarian lunch. These presentations gave the students an insight into the lives of Australians who belong to the Buddhist faith and how this particular religion fits into their daily lives.

Year 9 students in the Cambridge IGCSE interdisciplinary course, *Global Perspectives*, have been investigating a range of interesting debates and issues in preparation for their Individual Research Project, which is due for completion Week 3 of Term 2.

Mrs Merrilee Harris, Head of Jamieson Programme

LANGUAGES

FRENCH

Four tips to improve your listening skills - adding to your language learning toolkit

Last week, girls in Years 10 and 11 received notification of their forthcoming assessments and girls in Years 7-9 will soon receive theirs. Acquiring new skills is a fundamental part of life and growth; for example hockey, print-making, coding, and woodwork all require very different skills, some of which can pose challenges.

In language learning, many girls find listening one of the harder skills to master. As we undertake listening tasks in the classroom, you may hear your daughter lament that she can't understand because the speaker talks too quickly, or that she simply has not yet gained a sufficient vocabulary or knowledge of the topic.

Active listening and a positive mindset are the key. We encourage girls to switch off their negative self-talk and to say instead that they haven't mastered this skill... **yet**. The following strategies are great additions to their language learning toolkit. Please encourage your daughter to put them to work especially as she prepares for the Term 1 French assessment.

1. Predicting content

Depending on the context, you can often predict the kind of words and style of language the speaker will use. Our knowledge of the world helps us anticipate the type of information we are likely to hear.

Tip: When taking a listening test, skim through the questions first and try to predict what the items will be about. A question such as: What does the girl buy? Gives us the context of a shop and all the language that goes with shopping.

2. Listening for gist

When listening, it is possible to get the overall picture without understanding every single word. The content words (the nouns, adjectives and verbs) can help us form that picture. We often call this 'listening for gist'. For example, the word 'food', 'friends', 'fun', 'park' and 'sunny day' have their own meanings, but when you hear the words in sequence, they help form the context of a picnic.

Tip: When you learn new words, notice how they relate to what you already know. Mind maps are good for this.

3. Detecting signposts

Just like the traffic lights on roads, there are signposts in language that help us follow what we're listening to. These words, which link ideas, help us to understand what the speaker is talking about and where they are taking us. Words like 'firstly',

'secondly', or expressions such as 'on the one hand', 'on the other hand' belong to this group.

Tip: Group signpost phrases according to their functions and continue to add new expressions as you come across them.

4. Listening for details

When listening for details, you are interested in a specific kind of information – perhaps a number, name or object. You can ignore anything that does not sound relevant. In this way, you are able to narrow down your search and get the detail you need.

Tip: Always listen with a pen and a highlighter in your hand. In a test, skim through the questions, underline the important words and decide what kind of detail you need to identify in the listening text. A question beginning with: 'How many..?', will require you to listen for a specific number or quantity of something.

Mrs Kerry Lennon, Director of Languages

MATHEMATICS

Are humans born mathematicians?

This question was posed to me once during a radio interview. It came in the context of the assertion that humans are born scientists. You don't need to teach a child to experiment with their surroundings, observe the effects and then repeat the process until they can confirm or deny a hypothesis - this behaviour is instinctive and requires no formal training. In this way, even if they can't articulate it, children are thinking and working scientifically from the moment they first open their eyes and start to investigate the world around them.

So, are people born mathematicians? Do children think and work mathematically on their own, or is it a learned behaviour? One of the reasons this question is on my mind is because it links closely to a belief that many people hold, which is that some people are born with mathematical ability while others are not. It usually comes in the form of the personal admission like: 'I'm not a maths person'. It's fairly common for people to think of mathematics as a special talent that only some people possess. If you aren't born with it, you can never really get it. Many people say this of themselves (and teach it to their children!)... but does it have any basis in reality? To settle on an answer to this, we really need to work out what we mean by a mathematician. This turns out to be harder to define than you might initially think. A knee-jerk response might be to say that a mathematician studies numbers, but there are entire fields of mathematics that can be explored quite deeply without discussing numbers (such as geometry and topology).

Question: So what is it that all mathematicians have in common? Answer: They study patterns.

A pair of odd numbers always adds up to an even number. The exterior angles of any polygon, no matter how big or small or irregular, always add up to a full revolution. The rows of Pascal's Triangle always add up to a power of two. This is why it's impossible to put a fence around what mathematicians are interested in; they are interested in any kind of pattern, and patterns exist everywhere. That's what cosmos means (orderly and patterned) as opposed to chaos (disorderly and lacking sensible patterns).

Now we can actually define the question we started with. When we ask: 'Are humans born mathematicians?', what we are really asking is: "Are humans born to seek out and try to understand the patterns around us?" Stating the question this way makes things clear. The answer is emphatically 'Yes!'

Excerpts from *Woo's Wonderful World of Maths* by Eddie Woo (Chapter 1)

Last Tuesday night, girls from years 7-12 attended the 'Escape Room' themed Maths Club, organised by Year 12 girls, Imogen Senior, Joanna Hicks, Augusta Wyrzykowski and Ella Pernice. The girls were split into three teams with each team 'locked' in a room. The teams had to complete 12 puzzles, receiving a key after each correct answer. The first



team to collect all of the keys won! Some of the problem-solving tasks included Morse code, finding hidden words in textbooks and solving hidden maths problems. Girls had a great time working with each other and were keen to do well in the activities. Being involved and learning from each other are essential parts of creating more positive, confident and competent mathematicians.

Right: Mr Eddie Woo and Ms Allison at the MANSW Conference Wollongong 2018

Ms Joanne Allison, Head of Mathematics

MUSIC

On Saturday, the Senior Choir sang for the Year 10 Confirmation Service at St Stephen's Anglican Church, Mittagong. In addition to the three hymns, they performed Cesar Franck's *Panis Angelicus* ("Bread of the Angels") which felt like an appropriate choice for the anthem. Annabella Damiani (Year 11) was the featured soloist.

In the School Service on Sunday, the Choir also sang the very newly-composed *Lift It Up*, supported by visiting singers from the Paya Lebar Methodist Girls' School. Our visitors arrived at Frensham at 5.00pm on Friday, had a quick afternoon tea in the Dining Room, and then went straight into an hour-long rehearsal to learn the hymns and anthem for the weekend!

In the Year 10 Concert, the Music class performed a charming arrangement (with choreography) by Miss Sinden, of *Love Was Made for Me and You*. Grace Amos and Georgia Shakeshaft performed *Shallow*, the powerful duet from *A Star is Born*. Lily Hunt played *Villanelle*, a flute solo, accompanied by Ms Madden, and the final item featured all of Year 10 performing their arrangement of Abba's *Mamma Mia*.

Frensham musicians in the Kennedy Strings, Concert Band and Senior Choir are looking forward to participating in the *Service and Celebration for the Centenary of Fellowship* on Sunday 7 April. In the service, the specially-commissioned work *In Love, Serve One Another*, will be performed by the Senior Choir, Kennedy Strings, Organ and, in fact, the entire student body. The Celebration following the Service will include Old Girls and current students singing some of their favourite hymns together, accompanied by a 60-piece combined orchestra. Another highlight of the Celebration is likely to be the performance by this large ensemble of the "Finale" to Saint-Saëns' famous *Organ Symphony*, arranged and conducted by Miss Sinden.

Mr Michael Spencer, Head of Music

SCIENCE

Open Day in the Schavemaker Centre was very busy as all of our visitors enjoyed the opportunity to get hands-on with Science. Popular activities were the van der Graaf generator, making sherbet (a chemical reaction between an acid and a carbonate), looking at pond water under the microscope and making a rainbow in a measuring cylinder.

Year 10 finished their study of car crashes by building and racing rocket cars made from polystyrene trays and balloons. They are now studying *Blueprint of Life* and have built models of DNA from lollies and used Bioviewers to look at cells in the process of mitosis. Girls were amazed to find out that every living thing on Earth shares the same DNA.

Year 12 Biology students have looked at adaptations of Australian plants to conserve water, as part of their study of homeostasis. This is from Module 9 – Non-infectious Diseases and Disorders. They have also looked at public education programmes and how they are being used to control or prevent non-infectious diseases such as lung cancer and melanoma. Skills in reading and interpreting graphs and tables have been practised through the study of Epidemiology. Girls are now moving on to their Biology Depth Study which involves growing bacteria on agar plates.

National Youth Science Forum (NYSF) applications have opened and will close on Thursday 31 May. NYSF is a 12-day residential programme for students entering Year 12 (i.e. studying Year 11 Science at the moment) who are passionate about Science, Technology, Engineering and Mathematics. The programme aims to show participants the wide variety of study and career options available in STEM fields. The next programme will be run in January 2020 in Canberra and Brisbane. Year 11 Frensham students studying Science have been given information about NYSF and are encouraged to apply through the local Berrima District Rotary Club.

The University of Sydney Sleek Geeks Science Eureka Prize is awarded for a short film that communicates a scientific concept in an accessible and engaging way. Frensham Year 9 students are currently working in groups to create a 1-3 minute film that tells a scientific story, which may be a scientific concept, discovery, invention, or the producer's own scientific hypothesis! Anything goes... but there must be science in the story and the science must be real. This competition is about scientific content and communication of that content, not production values i.e. judging criteria are not related to how much money is spent on production and editing.

Mrs Alison Andrew, Head of Science



Left: Alice Hayes, Millicent Bolger and Frances Alldis (Year 11) making a rainbow during Open Day.



Above: Adelaide Alker and Anna Rickwood (Year 10) with their Rocket Car at Open Day.



Left: Emily Williams, Gina Macken, Alexandra Hill, Georgie Tooth and Georgia Kelleher (Year 12) using microscopes to look at water-saving structures like sunken stomates and hairy leaves.

AGRICULTURE & LIVESTOCK TEAMS

The Cattle Team travelled to the Robertson Show on Saturday 9 March and performed well. The results were:

Elders Cleary McDowall (Moss Vale) Junior Steer Competition - 1st - Pip Ireson (Year 11) leading Nollsie, 3rd - Isabella Ross (Year 12) leading Parker, 4th - Judith Hopkins (Year 9) leading Paddy. **Lightweight steer** - 2nd - Nollsie (Angus) led by Pip Ireson (Year 11). **Heavyweight Steer** - 3rd - Tex (Highland) led by Xanthe Hart (Year 11). **Intermediate Paraders** - 2nd - Miriam Hopkins (Year 11) leading Nollsie. **Senior Paraders** - 3rd - Emily Williams (Year 12) leading Nathan (Heat 1), 3rd - Xanthe Hart (Year 11) leading Tex (Heat 2), 2nd - Daisy Latimer (Year 11) leading Nix (Heat 3).

A week later, the Cattle Team attended their final local show – the Moss Vale Show. Again, the Frensham Team showed grit when washing and grooming the steers in the rain and then competing in the drizzle. The results were:

Elders Cleary McDowall (Moss Vale) Junior Steer Competition - 2nd - Xanthe Hart (Year 11) leading Tex (Highland), 5th - Pip Ireson (Year 11) leading Nollsie (Angus), 8th - Daisy Latimer (Year 11) leading Nix (Angus), 9th - Emily Williams (Year 12) leading Nathan (Angus), 10th - Isabella Ross (Year 12) leading Parker (Simmental), 10th Dimity Crowe (Year 11) leading

Harvey (Charolais), 11th - Judith Hopkins (Year 9) leading Paddy (Simmental), 13th - Olivia Salkeld (Year 12) leading Percy (Limousin). **Lightweight Steers** - 2nd - Paddy (Simmental) led by Judith Hopkins, Honourable Mention - Parker (Simmental) led by Isabella Ross. **Heavyweight Steers** - 3rd - Tex (Highland) led by Xanthe Hart. **Intermediate Paraders - 14 and under 16 years** - 3rd - Judith Hopkins leading Paddy. **Senior Paraders - 16 and under 19 years** - 2nd - Pip Ireson leading Nollie, 4th - Xanthe Hart leading Tex.



A group of keen Agricultural students competed in the Grain and Fruit and Vegetable Young Judges competition at the Robertson Show on Friday 8 March. Grain Judging was the first event with the competitors required to judge samples of canola, wheat and oats, ranking each in order from first to fourth, and then explaining to the Overjudge the reasons for their placings. In the Fruit & Vegetable competition, it was cucumbers, apples and tomatoes that were similarly judged. The event was the Zone Final and the highest scoring placegetters qualified to compete at the State Finals at the Sydney Royal Easter Show. The results were as follows:

Zone Finals for the Grain and Fruit and Vegetable Judging

Grain Young Judges Competition - 1st - Olivia Salkeld (Intermediate age group) (Year 12); 2nd - Miranda McGufficke (Senior age group) (Year 12). **Fruit & Vegetable Young Judges Competition** - 3rd - Judith Hopkins (Junior age group) (Year 9), 1st - Brodie van Egmond (Intermediate age group) (Year 11), 2nd - Pip Ireson (Intermediate age group) (Year 11), 1st - Miranda McGufficke (Senior age group) (Year 12). **Qualifying for the State Final** - Grain - Olivia Salkeld. Fruit and Vegetable - Pip Ireson and Brodie van Egmond. Unfortunately, Brodie is unavailable to compete at the State Finals.

Pictured above: Frensham agriculture students who competed in the Grain and Fruit & Vegetable Young Judges competition at the Robertson Show.

Ms Leonie Mutch, Coordinator of Agriculture

PDHPE (PERSONAL DEVELOPMENT, HEALTH AND PHYSICAL EDUCATION)

Developing a student's health literacy empowers them to make decisions about health, safety and wellbeing. As students are able to use the dimensions of health literacy, the better skilled they are to take control of their own health.

Opportunities offered in PDHPE for students to develop health literacy include:

- investigating and using a wide range of health and physical activity related vocabulary and symbols
- exploring web page design and navigation and multi-literacy conventions related to health and well-being
- recognising and processing information and ideas to read aloud, discuss, brainstorm, develop concept maps and highlight terms, key ideas and note-take
- critical assessment of the authenticity and reliability of information exploring health inequities and possible solutions
- encouraging students to use their own strengths in a wide range of situations to optimise their own and others' health, safety and wellbeing

(adapted from NSW Department of Education website)

Students in Years 7-10 will complete assessment tasks this semester that will require opportunities to develop and display their health literacy. Year 7 will complete an in-class response about risk taking, Year 8 a hand-in task on relationships and communication, Year 9 an in-class response about adversity and resilience and Year 10 will design a personal fitness programme and consider the Australian Physical Activity Guidelines in relation to themselves and others.

SPORT

Softball and Tennis

This weekend we will be hosting the final round of the term's IGSSA Tennis and Softball matches. Teams that finish in the top four of their divisions will travel to Sydney for semi-finals. All information for these matches will be posted on Schoolbox and in Houses as soon as possible.

Ms Erin Gray, Head of Sport

EQUESTRIAN

Over the last month, the Frensham Equestrian team has been competing in a range of local show competitions achieving the following results:

Berrima Horse Trials — 2-3 March

Augusta Muir (Year 8) placed 3rd and 7th in the EvA 60cm and Zoe Renowden (Year 12) placed 7th in the EvA80cm. Ruby Halloran (Year 10) placed 9th in the EvA95cm and Maya Basson (Year 9) placed 3rd in the same class and was the recipient of the Rod Winchester Award.

Goulburn Show — 2 March

Abbey McLeod (Year 8) was 2nd in the Welsh Class Section C – Ridden and 6th in the 60cm Showjumping.

South Coast Dressage — 3 March

Emily Gubbins (Year 12) placed 1st in the Novice 2A, 1st in the Novice 2B and 2nd in the Preliminary 1B.

2019 NSW Interschools Equestrian Championships — 8-12 March

This year, Frensham entered a team of 26 riders in the NSW Equestrian Championships held at SIEC at Horsley Park. Students competed in all disciplines and performed strongly both individually and as a group. Champion School Awards have not been announced as yet, however, there were many placings, with team members contributing to the overall Point Score in their respective disciplines. Highlight achievements were:

NSW Interschools Equestrian Championships results

Frensham - Eventing – 80cm B - 6th Emily Conratt (Year 11); 95cm A - 1st Amy Thompson (Year 10), 4th Camilla Warner (Year 9); 1* - 3rd and 6th Willa Mitchell (Year 10); 2** - 2nd and 3rd Charlotte Lalak (Year 12). **Dressage (Sunday)** - Secondary Intermediate Preliminary 1C - 2nd and 5th Elizabeth Taylor (Year 7); Secondary Senior Preliminary 1B - 1st Grace Mackenzie (Year 10), 4th Emily Gubbins (Year 12); Secondary Senior Preliminary 1C - 2nd Grace Mackenzie. Overall Secondary Preliminary - 1st Grace Mackenzie. **Dressage (Monday)** - Secondary Intermediate Novice 2C - 1st Maya Basson (Year 9), 4th Elizabeth Taylor. Overall Secondary Novice – 3rd Maya Basson. Secondary Medium 4B - 5th Isabelle Promnitz (Year 10); Secondary Medium 4C – 6th Isabelle Promnitz. Overall Secondary Medium – 5th Isabelle Promnitz. **Combined Training** - 60cm Secondary - 3rd Ella Cullen (Year 11); 80cm Secondary - 5th Kate Clifton (Year 7); 95cm Secondary - 1st Grace Mackenzie. **Show Horse** - Show Hunter Secondary - 1st and 3rd Elizabeth Taylor. **Show Jumping** - 80cm Secondary - 1st Paris Ow-Yang (Year 9), 2nd Ava Berkelouw (Year 8); 90cm Secondary - 3rd Paris Ow-Yang; 110cm Secondary - 1st Alexandra Inglis (Year 7), 5th Emily Baldwin (Year 11); 120cm Secondary - 3rd Emily Baldwin. **Vaulting** - 2*(Advanced) Individual - Ginger Kennett (Year 11) and Secondary Vaulting Champion.

Gib Gate:

80cm - Sophie Baldwin (Year 6) 3rd overall; and 6th place overall in the 90cm Show Jumping; 80cm Combined Training - Piper Berkelouw (Year 5) 4th overall; 45cm Primary Combined Training - Annika Basson (Year 4) 9th overall. Sophie Baldwin will represent NSW in the Australian Interschools Equestrian Championships in September.

A reminder that entries close for the Oxley College Equestrian Day on Monday 25 March. The Day will be held on Sunday 7 May at 'Wyeera' Bong Bong Racecourse. The full programme has been emailed to girls and all entries should be made via Nominate, www.nominate.com.au.

Miss Victoria Akins, Equestrian Coordinator

VISUAL ARTS / DESIGN & TECHNOLOGY

On Thursday 7 March, Year 12 students of Visual Arts and Design & Technology had an excursion to Sydney to view *ARTEXPRESS* and *Shape* exhibitions.

On display at the Powerhouse Museum in Ultimo as part of the *Shape* exhibition were outstanding Major Design Projects produced by students who studied Design & Technology for the 2018 Higher School Certificate. Students had the opportunity to view sections of design portfolios, and tangible products, systems or environments.

Later in the morning, we travelled to the Art Gallery of NSW to view *ARTEXPRESS*. Fifty-three Bodies of Work produced in 2018 were on display at this venue, and the girls had the opportunity to appreciate and note the scope and variety of themes and ideas explored, and the media with which these were conveyed. In the afternoon, the students visited Hazelhurst Regional Art Gallery in Gympie to view another selection of 50 works as part of *ARTEXPRESS* (whilst the Art Gallery of NSW is the most prominent venue for *ARTEXPRESS* exhibitions, it is worth noting that several venues are used to showcase these outstanding Bodies of Work).

Currently, the Bodies of Work by two Frensham students from the 2018 cohort are on display at The Armory at Sydney Olympic Park. Alice Battcock's "These Transient Moments Stilled" and Stella Wilde's "Godesses and Doormats" are on display as part of ***ARTEXPRESS: Curious Visions***, which presents an exhibition of contemporary artistic practices and highlights the transforming role of art and the impact of current affairs, social media and popular culture upon emerging artists. This exhibition features another 61 outstanding Bodies of Work from 2018, and runs until Sunday 28 April.

Mr Phil Alldis, Head of Visual Arts and Design