



FROM THE DEPUTY HEAD

ANZAC Day March and Service - Thursday 25 April

We hope to have a full contingent of students in Mittagong for the ANZAC Day Service despite it falling during the week prior to start of Term 2. (We know there are girls who attend their local Services including Services in other parts of the Southern Highlands – and thank parents for that support also.)

This year we continue to work closely with the RSL Mittagong Sub-Branch in support of Mittagong's Service for the local community. Senior musicians, with Mr Spencer, will lead the singing and Year 12 students, India Shead and Sophie McLean, will offer the Message on behalf of the Youth in our area.

Gib Gate and Frensham students will meet with a staff team for the ANZAC Day March at 10.00am at the Mittagong Information Centre. [Dress is full formal winter school uniform for all – including winter tights, hats and blazers for Frensham.]

Term 2 Planning

Term 2 extra-curricular enrolment information and links to enrolment forms were emailed to all families on Monday and are also available in Schoolbox News. Please note that we assume your daughter will continue with her Term 1 Music and Tennis lessons unless you notify us of any changes.

All other extra-curricular activities require a new form to be filled out. If you wish to enroll your daughter in a new activity in Term 2, you must complete an enrolment form. Any changes to extra-curricular involvement need to be made in writing.

The Term 2 Calendar is also available on Schoolbox. Students will be taken through the Calendar on the last day of Term 1. Although only nine weeks long, Term 2 contains, amongst other events, the Year 8 Weekend, the Year 12 Weekend and the Queen's Birthday Public Holiday Weekend.

We also host the IGSSA Cross Country in Week 3. Years 7 and 9 have their NAPLAN Tests in Week 3, and Year 10 go on Work Experience in Week 9.

Mr Geoff Marsh

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BOARDING

End of Term Start of Term travel

Bookings have closed for End of Term 1 Start of Term 2 travel. Please note that late requests cannot be accommodated at this stage in the term.

The End of Term Travel and Start of Term Travel is facilitated by the Secondary School Transport Scheme – not independently by Frensham – which means deadlines must be adhered to.

If your daughter's travel arrangements change over the vacation period, and **your daughter does not require the SSTS booking that has been made for her**, please cancel the ticket by calling **13 22 32** (as noted on your daughter's ticket). We ask that you take this step as the School cannot cancel the ticket during the holiday period.

Please email all changes to boarding@frensham.nsw.edu.au so House staff can update information.

A reminder that luggage restrictions apply when travelling on the SSTS. All information is clearly stated on your daughter's ticket which she will be given during the last week of term.

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

TEACHING & LEARNING

National Assessment Program – Literacy and Numeracy (NAPLAN) 2019 Information for Parents and Carers

In May 2019 the National Assessment Program – Literacy and Numeracy (NAPLAN) will be completed by students in Years 7 and 9. NAPLAN has the support of all State and Territory Education Ministers and will assess the literacy and numeracy skills of students across Australian schools.

The results of the tests will provide important information to schools about what each student can do and will be used to support teaching and learning programmes. Parents will receive a report indicating their child's level of achievement. Each student's level of achievement will be reported against the national minimum standard.

Student background information (student name, gender, date of birth, language background and Aboriginality) will be collected as part of the National Assessment Program. This information is treated confidentially and held securely to ensure that every student's right to privacy is maintained.

The NAPLAN tests will be conducted in Week 3 of Term 2 from 14-16 May 2019. Please note that ALL NAPLAN Tests conducted at Frensham will be **PEN and PAPER this year**.

Where possible, schools are permitted to arrange for individual students who are absent at the time of testing to complete missed tests at another time during the relevant testing window. Individual students are not permitted to sit the paper tests after Friday 17 May 2019.

	Tuesday 14 May	Wednesday 15 May	Thursday 16 May
Year 7	Language Conventions (Spelling, Punctuation and Grammar) <i>45 minutes</i> Writing test <i>40 minutes</i>	Reading test <i>65 minutes</i>	Numeracy test <i>65 minutes</i>
Year 9	Language Conventions (Spelling, Punctuation and Grammar) <i>45 minutes</i> Writing test <i>40 minutes</i>	Reading test <i>65 minutes</i>	Numeracy test <i>65 minutes</i>

Year 7 and 9 Numeracy tests are conducted as one test session with two sections. There is a short non-calculator section, consisting of eight questions, in which students are required to demonstrate arithmetical calculation skills. For the remainder of the test, calculators are permitted even if they are not necessary to answer the question. Students will use the calculator they currently use at school.

In NAPLAN writing tests, students are provided with a writing stimulus or 'prompt' and asked to write a response in a particular text type. Students sitting NAPLAN are tested on either narrative or persuasive writing. There is one prompt for Years 7 and 9.

Friday 17 May is the scheduled 'catch-up' day for students who missed a test or were absent on a test day. Students may

be considered for exemption from the tests if they:

- are newly arrived in Australia (less than one year before the test) and with a language background other than English, or
- have significant intellectual disability and/or significant co-existing conditions which severely limit their capacity to participate in the tests.

All other students are expected to participate in the tests. Disability adjustments which reflect the student's normal level of support in the classroom may be provided. Large print, braille, coloured paper versions and electronic tests are available to meet the needs of individual students. Access to disability adjustments or exemption from the tests must be discussed with the Head and a parent or carer consent form must be signed.

Students may be withdrawn from NAPLAN by their parent or carer. This is a matter for consideration by parents in consultation with the Head. If you wish to withdraw your child from the tests, a parent or carer consent form must be signed. Additional information about NAPLAN can be found at <https://nap.edu.au/naplan/parent-carer-support>

We stress that we do not believe in the value of excessive preparation for NAPLAN beyond teaching the NESA Curriculum and familiarising students with the NAPLAN process. Parents and carers are welcome to discuss any questions they may have with Mr Geoff Marsh, Ms Kate Chauncy or Ms Janene van Gogh.

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

STUDIES

Week 10 will see the completion of many of the Term 1 formal assessments for students who will have already received, or will soon receive, feedback on their work. The formal assessment programme is designed to complement classwork, with each equally integral to student learning. Feedback is an important part of assessment and has been described by John Hattie as 'the most powerful single moderator that enhances achievement'. The main objectives of feedback are to:

- Justify to students their mark/grade against the standards set
- Guide students on how to improve
- Motivate students to act on the improvements suggested
- Develop students' capacity to evaluate and regulate their own learning

In some faculties, strategies such as delayed marking have been implemented to ensure students interact meaningfully with the feedback. This strategy gives the student time to read the feedback given by the teacher, check the marking criteria (in some instances grade themselves), and then reflect on the work prior to meeting with their teacher to receive the mark/grade.

Feedback needs to be explicit and constructive so that students know how to move forward; and meaningful, so that it targets individual needs linked to specific criteria. Feedback is valuable when it is received, understood and acted on. How students analyse, consider and act on feedback is as important as the quality of the feedback itself. Through their interaction with the given feedback, students come to understand how to develop their learning.

Encourage your daughter to talk about 'what next' when she receives feedback. What will she do next time in response to the comments about her work, so that she can improve? Can she answer the following questions about the feedback she received? How did I perform overall? In what areas did I do well? How can I maintain this success in the future? In what areas do I need to improve? What can I do to raise my performance in these areas? Are there any other goals I can set myself in the future?

In this respect, feedback for a student is like coaching an athlete – the expectation of the athlete is to be given direction on areas for improvement so that practice of the skill can be done. Practice will require time and effort for improvement to happen. Students should expect to get feedback and then take responsibility for practice.

Ms Janene van Gogh, Director of Studies – in Residence

DRAMA

Year 12 Drama students have almost completed their second topic of study, Black Comedy. In groups, the girls are interpreting Martin McDonagh's play, *The Lieutenant of Inishmore*, for performance. As the name suggests, the location of the play is an island off the coast of Ireland, and takes a comedic look at the nature of terrorism and extremism - a subject that unfortunately is all too present in society today. The girls will also write an essay as part of the task, based on their experiential learning of the text.

In addition to this, the girls are continuing to develop their Individual Project. Nine students have chosen to create a monologue performance with a wide range of styles and themes. Ella Pernice is completing a Director's Folio, reimagining a production of Debra Oswald's play, *Stories in the Dark*. Zoe Renowden is researching and writing about community theatre and its relevance to the audience in her Applied Research Project.

Mrs Sally Hannah, Head of Drama

ENGLISH

The success of your presentation will be judged not by the knowledge you convey but by what the listener receives. – Lilly Walters

Public speaking is a skill that almost everyone is required to exercise at some time, yet which is often approached with some degree of anxiety. Almost all university courses and professions necessitate a presentation of information at some point, as do many subjects in school. Over the past few weeks, Frensham senior students have demonstrated confidence in conveying knowledge of their texts in highly engaging oral/visual presentations, with little evidence of glossophobia (fear of public speaking).

Nearing the completion of their Reading to Write: Transition to Senior English common module, the four Year 11 classes delivered individual presentations that explored connections between an extended literary written text of the student's own choice, and one of the short texts from a booklet that was studied in class. They also submitted a written analysis of connections between their chosen texts.

A strength of many of the presentations was the quality of the student's chosen literary text. The diversity of those texts revealed the extensive reading habits of the student group, with discussions of texts as diverse as Margaret Atwood's novel, *The Handmaid's Tale*, Winston Churchill's speech, *Fight on the Beaches*, and Matt Cameron's Australian play, *Ruby Moon*. A particularly positive outcome was the students' appreciation of their peers' choices, with the number of books on each student's 'must read' list increasing with each session of presentations.

Speakers who are confident and well-informed have the capacity to enrich others' personal and professional lives, and the outside world. Personal benefits for the speaker include building confidence in communication, and honing critical thinking skills. Through class presentations, and opportunities to speak at events such as parent weekends, all Frensham girls are well prepared to make the most of every opportunity to demonstrate their oral skills in their post-school lives.

Ms Jennie Mickle, Director of English

HSIE (HUMAN SOCIETY AND ITS ENVIRONMENT)

Year 7 World Studies are working on their first assessment task, which requires the girls to select a famous pharaoh and assess the degree of her or his effectiveness. The possible pharaohs are Hatshepsut, Ramesses or Akhenaten - all important for different reasons – and students are engaged in researching the areas in which they were most influential.

Year 8 World Studies are continuing their study of Medieval Japan. After examining the role of various parts of society, students are examining the role of the samurai in shogun Japan. The samurai were a privileged class and their role in Japan during the later period of the Tokugawa shogunate was transformed in ways that eventually led to the militarism and nationalism of the Japanese attack on Pearl Harbour in 1941.

Year 9 Australian Studies have finished examining the long and short term causes of the First World War. Students are

examining the beginnings of Australia's role in the War, looking at reasons for Australia's involvement, and examining motivations of individual soldiers for their participation.

Year 10 Australian Studies are undertaking research on changing rights and freedoms of Aboriginal and Torres Strait Islander peoples in Australia. They are using this information in preparation for an in-class assessment on the topic.

Year 11 Modern History students have commenced their study of the decline and fall of the Romanov dynasty. The class is starting this topic by investigating the nature of autocracy in Russia. Year 11 Ancient History students are working on preparing an in-class essay on the role of a pharaoh in the New Kingdom period of Egyptian history. Their focus is on using a range of sources - including those found in the tomb of Tutankhamun - to support their arguments. Year 11 Business Studies is commencing a study of business management. The classes are focusing on exploring management skills, using a case study analysis of Kmart to deepen their real-world understanding of this critical area of study. Year 11 Economics students are preparing for an in-class topic test. The class is also analysing strategies that businesses use to achieve economies of scale. The Year 11 Geography class is investigating human impact on hydrosphere with reference to river regulation. This is an important topic to understand for many students who live in regional NSW, and is of particular relevance given the prominence of issues relating to the Murray River in recent months.

Year 12 Modern History students are finishing their study of Soviet Russia with an analysis of Soviet foreign policy from 1929 to 1941. The period was one of significant transformation for Russia and the period ends with Hitler's invasion of Russia, eventually leading to the downfall of Hitler's regime. This topic was also studied in Term 4 in 2018. Year 12 Ancient History are commencing their study of Agrippina the Younger, their Personality study for the HSC. This fascinating figure was of the Julio-Claudian imperial family and schemed to be the wife of an emperor and the mother of another, using significant political abilities that women were not supposed to possess. Year 12 Business Studies are exploring finance and examining the role of financial management. A focus of their study is influences on financial management and students are exploring internal and external sources of finance, including debt and equity finance. They are then moving on to examine the impact of financial institutions on business. Year 12 Economics are commencing their topic study of Economic Issues. Students are beginning with an analysis of the key drivers and measure of economic activity in Australia. Year 12 Geography are examining world cities, looking at their role and operation in global networks and considering the influence they have in the world. Year 12 Extension History are focusing on Edward Gibbon's *Decline and Fall of the Roman Empire in the West*, examining the importance of the work in the development of historical writing and scholarship during the Enlightenment.

Mock Trial Report from Mia Horsfall

On Tuesday 26 March, ten members of the Mock Trial team (Year 11) travelled to Nowra to compete against Nowra Anglican College in the first round of Mock Trial 2019. Frensham was the defence, defending 18-year-old Avery Swanson against the charge of Break, Enter and Steal. The team comprised Annabelle Seaton-Cooper (Court Officer), Ella Haydock (First Witness, Avery Swanson), Olivia Hamilton (Second Witness, Parker Hassan), Christina Richardson (Barrister 1), Sarah Manwaring (Solicitor) and Mia Horsfall (Barrister 2). The audience (and support) included Mairi Menzies, Frances Aldis, Miriam Hopkins, Cordelia Bell, and Ms Bradley.

The trial was tight, with both the prosecution and defence arguing strongly for their case. In the end, Frensham won by a margin of six points. The experience was immensely valuable in teaching the Team court procedures, and all members of the team are excited about the next trial. Ms Bradley and Mr Jowett were invaluable in helping us to construct our case, and the team is grateful to them for their guidance.

Dr Stephen Clarke, Head of HSIE

JAMIESON PROGRAMME

Year 7: In Frensham Studies, students are using a map drawn by Miss Bryant (the second Frensham Headmistress) in 1938, to determine what physical changes have been made to the School over the past 81 years.

Year 8: Four groups of Year 8 students have been involved in the Riding for the Disabled (RDA) programme this term. Students travel to the Southern Highlands RDA site, located at Fitzroy Falls, and spend a morning assisting people with a disability to ride and/or work with horses.

Year 9: Students in the Cambridge IGSE interdisciplinary course, *Global Perspectives*, are in the process of writing their Individual Research Project (IRP), which is due for submission Week 3 of Term 2. Students are investigating a number of

global issues including the gender gap, discrimination, shark culling, biodiversity, land rights and many others.

Developing individual fitness programmes is a focus for this year group. To this end, students have been documenting their weekly fitness activities with specialised assistance from Mr Shane Green, with a view to achieving their long-term fitness goals

Year 10: As part of the Jamieson Programme, Year 10 students have completed research projects that explore the origins and history of Hinduism and Christianity along with their respective teachings and beliefs. Students have also expressed great enthusiasm for their new unit of work on Financial Literacy.

Mrs Merrilee Harris, Head of Jamieson Programme

LANGUAGES

FRENCH

The growing popularity of French Club was evident in the large number of girls who attended our second gathering last Thursday evening. It was cold outside, but the French classroom was converted into a warm and comfortable viewing space by Adele Bouniol-Laffont and Imogen Senior (Year 12) who pushed chairs and tables to the walls and covered the floor with quilts and pillows.

The film of the evening was *Belle et Sébastien*. Set in 1943 in the French Alps, Sébastien lives in a small village with his grandfather César and his aunt Angéline. When sheep are found slaughtered, César and the other residents believe that a stray dog is responsible and proceed to hunt it down. Sébastien finds the dog, gives her the name of Belle and they become friends. Sébastien, with Belle's help, resist the Nazi occupiers and save the day.

The girls thoroughly enjoyed this endearing tale in French with English subtitles and look forward to the next instalment: *Belle et Sébastien l'aventure continue*.



LATIN

From the beginning of Term 2, as part of the core curriculum, students in Year 8 have the opportunity to study the Latin language and the culture of Rome and the ancient world. Where applicable, differentiation will be facilitated by offering a slightly modified, scaffolded version of the existing workbook to aid translation skills.

The K-12 Latin Syllabus takes into account the diverse needs of all students and also demonstrates how they can meet outcomes independently and with support.

Here are three reasons why we give students the opportunity to learn this important classical language:

- Contemporary research and practice have established a clear link between the learning of a language and improved literacy skills. A significant reason for any Stage 4 student to study Latin.
- The process of teaching and learning language focuses on linguistic systems and patterns, leading to the development of enhanced mental dexterity and skills in critical and analytical thinking. So the study of Latin - even for a short period of time – will contribute to a student's intellectual enrichment.
- Latin is the key to the Romance languages and has a profound impact on the vocabulary and grammar of European languages, especially English.

Latin has continued to be the language of communication, scholarship and science for over two millennia. When students learn Latin they are learning the history of just about everything. That is why we are excited to give the students at Frensham the opportunity to explore their potential in this unique and transformative language, while making connections across the curriculum.

Mrs Kerry Lennon, Director of Languages

MATHEMATICS

What does it mean to teach mathematics with high expectations?

To teach mathematics with high expectations means that we (1) recognise that each and every student – from pre-kindergarten through university – is able to solve challenging mathematical tasks successfully; (2) build in each student a positive mathematical identity and a sense of agency; (3) design instruction that builds on students' prior knowledge and experiences; (4) teach in ways that ensure that each and every student is reasoning and making sense of mathematics on a daily basis; and (5) reflect on ways that tasks and teaching can be improved to provide greater access, challenge, and support for every learner.

Our students bring to the classroom a diversity of mathematical understanding and backgrounds. Different students exhibit strengths on different types of mathematical problems and in different topics in mathematics. These individual student strengths should be used to support students' learning and their identity development as successful learners of mathematics. Classroom experiences that build mathematical communities to solve problems, communicate reasoning, and make sense of mathematics are key to teaching mathematics with high expectations. This term, our newly designed classrooms – with wall-to-wall whiteboards – have certainly enabled more students to model and communicate their mathematical thinking to each other and their teachers.

As students engage in challenging tasks, meeting high expectations requires effort on their part. Teachers must challenge students to persevere in order to give them the experience of success. We strive to provide feedback to the students during the learning process, so that we can support their productive struggle in meeting the high expectations of our curriculum.

Ms Joanne Allison, Head of Mathematics

MUSIC

Recently, Senior Music students travelled to the Opera House to hear the Sydney Symphony Orchestra present a substantial programme: Brahms' *Piano Concerto No.2*, Sibelius' *7th Symphony* and a contemporary work, *Aeolian Caprices* by Richard Mills.

The Music Faculty has been very busy preparing for 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.

The Kennedy Strings and Concert Band have been challenged and thrilled by Miss Sinden's arrangement of the 'Finale' to Saint-Saëns' famous *Organ Symphony*. Many of our professional instrumental tutors will be sitting in with the student musicians, inspiring and lifting them to new heights in what is sure to be a spectacular finale to our Celebration.

Mr Michael Spencer, Head of Music

SCIENCE

According to NESAs, a Depth Study is 'any type of investigation/activity that a student completes individually or collaboratively that allows the further development of one or more concepts found within or inspired by the syllabus'. Depth Studies provide opportunities for students to pursue their interest in Science, acquire a depth of understanding, and take responsibility for their own learning. They also allow for the demonstration of a range of Working Scientifically skills.

Stage 6 Science students have been involved in a range of Depth Studies this term, including:

- Year 12 Biology students have been looking at bacteria grown on agar plates and their responses to stresses such as salinity, pH, temperature or competition. The experiment has been carried out over several weeks and students have produced a scientific poster showing their experimental report. An electronic logbook detailing all of the steps involved has also been completed.

- The Depth Study for Year 11 Biology students involves designing a research question based on a rock platform study, and planning how they would collect data to address their question. On an excursion to Shellharbour, the girls collected relevant primary data using measuring techniques such as quadrats and transects on two rock platforms (one in a marine protected area and the other very close to a public pool and holiday park). They then wrote a 2,000-word scientific report to answer their research question.
- The Year 12 Physics Depth Study develops students' understanding of the inquiry question, 'How has knowledge about the Motor Effect been applied to technological advances?' Students are required to build a working DC motor and explain how these principles can be adapted to make a DC Generator and AC Generator.
- Year 11 Chemistry students have been working on presenting a series of models – either physical or digital – to show the main features of the major types of chemical structures: ionic networks, covalent lattices (including diamond and silicon dioxide), covalent molecular and metallic structure. They are also required to provide suitable annotations, labels or notes associated with each type of structure, as well as naming representative examples.

Year 7 classes finished their study of iScientist by designing a container to allow them to drop an egg off the Schavemaker Centre balcony without the egg breaking. Girls had to use the available craft materials to ensure the safety of their egg. They have since commenced their study of 'Does it Matter?' looking at the kinetic theory of matter and the behaviour of particles in solids, liquids and gases.

Mrs Alison Andrew, Head of Science



Above left: Zara Maple-Brown, Eva Telford, Millie Thompson, Adelaide Ayling and Juliet Henry (Year 7) with their egg-saving container

Above right: Hannah Hartnell (Year 11) using polystyrene balls and toothpicks to model an ionic chemical structure.

Left: Molly Staniforth, Eliza Duck and Heidi Montgomery (Year 11) carrying out their quadrat count.

AGRICULTURE & LIVESTOCK TEAMS

On March 24, the Sheep Team ventured to the Yass Show for their second outing this Term. A Team of seven students and nine sheep competed against at least 80 other meat breed sheep and performed very well. The results were:

Ewe 1yr & under 2yrs - 1st – led by Miranda McGufficke (Year 12); 2nd - led by Mollie Laird (Year 10); 4th - led by Ivy McGufficke (Year 10). **Pair ewe lambs** - 3rd - led by Lucy Arnott and Olivia Huggins (Year 8). **Group: 1 ram, 2 ewes** - 4th - Gordon Ramsay, the ram, led by Brodie van Egmond (Year 11) and ewes led by Mollie Laird and Brigitte Watkin (Year 10). **Group: 1 ram lamb & 1 ewe lamb** - 4th - Gordon Ramsay led by Miranda McGufficke and ewe led by Ivy McGufficke.

The students also had the opportunity to compete against other schools in the Merino Sheep Junior Judging competition and performed extremely well. The results were: 1st - Miranda McGufficke; Eq 2nd - Brodie van Egmond and Ivy McGufficke, Eq 3rd - Olivia Huggins and Lucy Arnott.

The Sheep Team head off to the Camden Show on Friday 5 April.

On Wednesday 27 March, Frensham hosted the Zone Finals for the Meat Sheep Breeds, Merino Sheep and Merino Fleeces Young Judges competition on the Games Field. Eighty students from Frensham, Macarthur Anglican School, Narellan and St Gregory's College, Campbelltown competed. In these competitions, the students have to rank in order from 1st to 4th, four merino fleeces, four merino ewes or four Poll Dorset rams, depending on the event. The top scoring results, in comparison to the Overjudges score, then move on to the 2nd, oral round, in which they have to judge the class in front of the gathered crowd. This not only tests the competitors' judging skills but also their public speaking under pressure.

Frensham was well represented in the second round in all three events, and the final results were: **Senior Fleece Judging** - 1st - Miranda McGufficke. **Senior Merino Sheep Judging** - 1st - Miranda McGufficke; 2nd - Amelia Thomson (Year 12). **Senior Meat Sheep Judging** - 1st - Miranda McGufficke; 2nd - Amelia Thomson. **Intermediate Fleece Judging** - 2nd - Miriam Hopkins (Year 11). **Intermediate Merino Sheep Judging** - 2nd - Dimity Crowe (Year 11). **Intermediate Meat Sheep Judging** - 1st - Pip Ireson (Year 11); 2nd - Brodie van Egmond; 3rd - Alexandra Barton (Year 10).

This competition is also the qualifying event for the State judging Finals which are held at the Sydney Royal Easter Show. Due to the event being held in the school holidays, some of the top placing competitors are unable to attend. Good luck to the following students who will be representing our region in the State Finals: **Merino Fleece:** Miriam Hopkins, Miranda McGufficke (Reserve). **Merino Sheep:** Dimity Crowe (Reserve). **Meat Breed Sheep:** Miranda McGufficke, Ivy McGufficke, Madeleine Scott (Year 10) (Reserve).

With the Sydney Royal Easter Show starting next week, the Frensham Livestock Team is busy preparing for their final event of the season. Good luck to the following students competing at the Show:

Show Cattle Team - Wednesday 10-Sunday 14 April

Pip Ireson and 'Nollsie' (Angus) – School Steer Competition and State Paraders Final

Miriam Hopkins and 'Tigger' (Highland) – Open Heavyweight Steer competition and State Paraders Final

Daisy Latimer (Year 11) and 'Nix' (Angus) – Open Heavyweight Steer Competition and State Paraders Final

Olivia Salkeld (Year 12) and 'Percy' (Limousin) – Open Middleweight Steer Competition and School Paraders Competition

Judith Hopkins and 'Paddy' (Simmental) – Open Middleweight Steer Competition

Dimity Crowe and 'Harvey' (Charolais) – Open Middleweight Competition

Emily Williams (Year 12) and 'Nathan' (Angus) – Open Heavyweight Steer Competition

Isabella Ross (Year 12) and 'Parker' (Simmental) – Open Middleweight Steer Competition

Xanthe Hart (Year 11) and 'Tex' (Highland) – Open Heavyweight Steer Competition

Show Pig Team - Wednesday 10-Sunday 14 April

Emily Conradt and Ella Haydock (Year 11), and the three pigs, competing in the Schools Project presentation and School Pig class.

Show Sheep Team – Thursday 18-Tuesday 23 April

Ivy McGufficke and Miranda McGufficke with one Poll Dorset ram (Gordon Ramsay), four Poll Dorset ewe lambs and four Poll Dorset 2-tooth ewes competing in the Schools classes, Handlers classes and Open Poll Dorset classes.

Ms Leonie Mutch, Coordinator of Agriculture



Left: Miranda McGufficke, Brodie van Egmond, Mollie Laird and Ivy McGufficke with the Frensham 2-tooth ewes at the Yass Show; right: Amelia Thomson judging the Poll Dorset rams in the Meat Breeds Sheep Young Judges competition

PDHPE (PERSONAL DEVELOPMENT, HEALTH AND PHYSICAL EDUCATION)

'The biggest risk is not taking any risk'. Agree or Disagree?

Year 7 were asked to complete a written response to this statement as their assessment of the current theory unit. In lessons this term, they have been developing an understanding of risk-taking, exploring what it means to take positive and negative risks and the factors that influence risk-taking. Students investigate the self-management and interpersonal skills – including decision-making – required to promote their own and others' health, safety and wellbeing, in a variety of contexts. Class activities examining why young people take risks, the positive and negative consequences of risk taking and analysing how emotions, strengths and decision-making can affect outcomes in different scenarios, have been undertaken.

Some sample class responses were:

"Risks are both positive and negative because they can have good consequences such as trying out for a sport team when you were nervous/embarrassed to join."

"The difference between risk and danger is that a risk may not be danger. It really depends on the situation you are in."

"Climbing a rock wall with a harness is positive as it opens up positive opportunities."

Some of the key messages are: that often opportunities to grow come from risk-taking; taking risks requires confidence; we learn from risk-taking; and embracing risk-taking helps you overcome a fear of failure. The strengths-based approach in PDHPE affirms that most students are healthy, safe, active and well and bring with them strengths, capacities and resources.

Ms Janene van Gogh, Head of PDHPE

SPORT

IGSSA Swimming

On Friday 23 March, a team of 27 swimmers and spectators travelled to Sydney to compete in the 2019 IGSSA Swimming Carnival. All girls swam well and cheered loudly with the following girls placing in Division 3:

Sylvie Potgieter (Year 7) – 3rd 12 years 50m Backstroke

Abigail Clark (Year 11) – 3rd Senior 100m Freestyle, 2nd Senior Medley Relay and 3rd Senior Freestyle Relay

Alice Hayes (Year 11) – 2nd 17 years 50m Backstroke, 2nd Senior Medley Relay

Claudia Logan (Year 11) – 2nd 17 years 50m Breaststroke, 2nd Senior Medley Relay and 3rd Senior Freestyle Relay
Lucy Hayes (Year 12) – 2nd 18 years 50m Freestyle, 3rd 18 years 50m Backstroke, 2nd Senior Medley Relay and 3rd Senior Freestyle Relay
Harriet Taylor (Year 12) – 3rd Senior Freestyle Relay

Tildesley Shield

During most of last week, 18 students represented Frensham at the 101st Tildesley Shield Tennis Tournament at Pennant Hills Park, Sydney. The weather for both days was outstanding and over 200 matches were played each day. Frensham finished 11th out of 25 schools – a strong result for all involved. A special ‘thank you’ to Mr Justin Taylor, Head Tennis coach, for all of his efforts in preparing the Team. This tournament was not only a great showcase of Tennis, but also a resounding celebration of our community of coaches, players, staff, parents and grandparents.

Ms Erin Gray, Head of Sport

EQUESTRIAN

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

Moss Vale Show: 15-16 March

Megan Syme (Year 8) 3rd 70-85cm Show Jumping, 1st Childs Ridden Galloway, Champion Ridden Arabian Derivative and Champion Pony Club Rider. Isabelle Roach (Year 8) Reserve Champion Childs District Rider and 2nd 50-65cm Show Jumping.

Shoalhaven Dressage: 24 March

Emily Gubbins (Year 12) 2nd Open Preliminary 1B and 2nd Open Novice 2B

Camden Equestriad: 23-24 March

Willa Mitchell (Year 9) 5th CCI 2* Open Eventing and 4th CCN 1* Open Eventing (2 horses)
Maya Basson (Year 9) 6th EvA 95 Junior Eventing, Eventing 5th CCN 1* Open Eventing (2 horses)

Victorian Country Championships: 31 March

Estella Dinnigan Wilkins (Year 9) 2nd in the 105cm Open Show Jumping.



Grand Nationals: 27-30 March

Elizabeth Taylor (Year 7) rode 'EBL One Night In Paris' to claim the Poseidon Equine and The Lord Family's Grand National Rider 12 AU 15 Years Reserve Championship. Elizabeth also won the Paul Austin Equitation Grand National Large Show Hunter Galloway Championship. *Pictured left: Elizabeth riding 'EBL One Night In Paris'*

Emily Baldwin and Sophie Hatch (Year 11) have qualified to compete in the Junior (12 – 18 years) competition (1.20cm-1.30cm) at the Sydney Royal Easter Show.

Oxley Equestrian Day

This Sunday, a number of our riders will be attending the Oxley Equestrian Day held at Bong Bong Racecourse. Girls will be competing in a range of disciplines including Show Jumping, Sporting, Hacking and Dressage.

Miss Victoria Akins, Equestrian Coordinator

VISUAL ARTS / DESIGN & TECHNOLOGY

As we near the end of Term 1, students in Years 8-11 who are studying Visual Arts have either resolved, or are close to resolving, artworks as part of their first units of work.

Students studying Visual Arts in Year 11 are completing artworks which are a response to the phrase 'These are Desperate Times'. For this unit of work, the students could choose any printmaking medium, or combination of media, as the primary expressive form. Students have explored a range of social issues in etching, lino-printing, collograph and mono-printing. Many students have aimed to consider the presentation of their work as an important way of adding refinement to it. Developing this way of thinking is important as students head towards the production of a Body of Work for HSC Visual Arts.

As part of the study of Visual Arts in Stage 5, students in Years 9 and 10 are close to finishing their self-portrait drawings in charcoal. Beginning with a photograph of themselves, and then manipulating it in Photoshop (which included cropping, changing to black & white and increasing the contrasts of tone), the students used the grid-enlargement technique to scale the image up to a size of 60 x 48cm. Specific skills, which students aimed to develop, were translating visual data to a larger scale when drafting the proportions of shapes within the composition, and rendering tone to create a sense of three-dimensional form.

Students in Year 8 are finishing paintings which are based on elements of the landscape. Using acrylic paint, the students have been learning about layering of paint, colour-mixing and different rendering techniques, to suggest flora. They have been encouraged to develop their own style, with approaches to painting varying quite considerably.

Mr Phil Aldis, Head of Visual Arts and Design