

WELCOME TO TERM 3!

PRINCIPAL'S REPORT

Over the holidays, I have been thinking a lot about the meaning of 'influence'. In our school setting, our teachers and support staff are real-life role models for our young people, influencing their behaviour, attitudes and sense of self-belief. But the competition is fierce out there! Just as young people have always looked for role models outside their immediate everyday life and found them in athletes, movie stars and singers, they are now also turning to social media influencers for this inspiration, with 70% of all 16-to-24-year-old Australians encountering this new breed of celebrity every single day.

While looking for role models is perfectly natural and can be constructive, creative and identity-building, the problem lies in taking everything at face value and believing the 'highlight reel' that makes any famous influencer appear flawless, beautiful and successful. When we question the filtered images and curated stories, remember that no one's life is truly perfect and acknowledge that wealth and privilege play a big role in social media success, we can protect our own self-esteem and confidence.

Part of developing a more balanced, healthy attitude to 'influencer culture' comes from simply reminding yourself to switch off from the online world and immerse yourself in real life. Studies completed by Roy Morgan in 2021 show that girls aged 14-24 spend 822 minutes on social media each week (about 2 hours a day) and boys aged 14-24 spend 528 minutes a week (just over an hour each day). I encourage you all to think about your own social media usage and be really honest about whether those habits are ultimately making you feel good about yourself and the life that you have or if they might be veering towards the negative. It's also a great idea to take regular breaks and make them part of your routine. For example, you could challenge yourself to spend a whole day offline one day a week or catch up with your friends for a 'phones-down' lunch, game of sport or movie. You might surprise yourself with how much you enjoy it!

We can't wait to welcome everyone back to school for another exciting term of learning, laughter, listening and making the most of life. I look forward to seeing you all on Monday 18th July.

Andrea, NGC Principal

DEPUTY PRINCIPAL'S REPORT

I want to acknowledge all our staff for how they contributed to the operations of Term 2, especially as we navigating both teacher and student sickness. Here's to this term being much healthier. Congratulations as well to all students who qualified for our Term 2 Rewards Day and enjoyed a laser skirmish. I hope to see you all there for our Term 3 edition!

It is certainly shaping up to be a jam-packed ten weeks, with our Year 12 finishing their formal schooling with us prior to their HSC exams. I encourage everyone to work and study hard this term, so you are fully prepared for your exams. This is the home stretch, so make the most of it.

Cameron, NGC Deputy Principal

TERM	START	FINISH
3	Monday 18th July	Friday 23rd September
4	Monday 10th October	Thursday 15th December



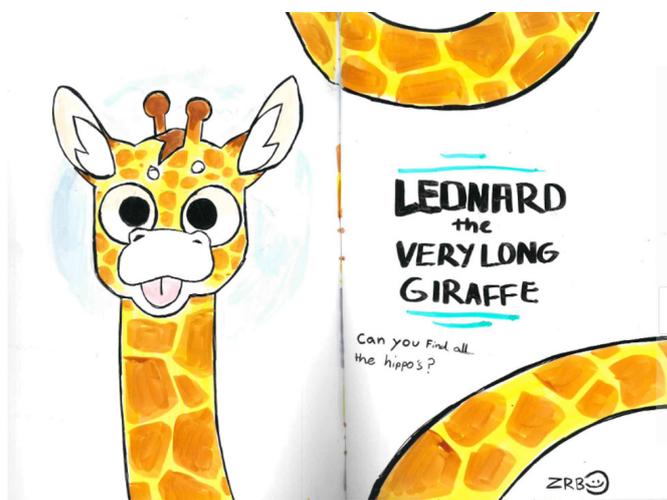
TEACHERS' REPORTS

Programs Update

Term 2 seemed especially hectic for a nine week term(!) and for eligible students, it was capped off with a fun Rewards Day at Glenworth Valley Laser Skirmish. Our Stage 5 Standing Strong Program featured epic Cultural Education from some of our very own Indigenous staff, a Mental Health workshop teaching hip-hop skills with [MPower](#), alcohol and drug education delivered by Central Coast Youth Health and our first ever Horse Therapy program, thanks to Somersby-based provider [The Holistic Equine](#). We will be sending another group there during Term 4.

This term, we are kickstarting another new program in partnership with Central Coast Council Youth Services, which will focus on empowering our young people while they learn a range of skills from the legends at [Roundabout Circus](#). In September, we will also have a range of Health Services visiting the school, with the return of Central Coast Health's 'Youth Booth' event. There is so much happening, I can't wait to get stuck into Term 3!

Rick, Programs Manager and School Chaplain



English

Stage 5:

Stage 5 English had an excellent Term 2 and enjoyed our study of 'Literacy and Picture Books'. We created our own picture books and shared these with the Year 1 students at Umina Beach Public School, which was a very fun and rewarding experience for everyone. In Term 3, Stage 5 will be studying an introduction to Drama, where we will explore performance, set and costume design, and scriptwriting.

Year 11:

Our Year 11 students went 'On The Road'; planning a 7-day holiday and researching the local culture, possible itineraries and relevant travel guidelines. We have also begun our next unit of study, 'Playing the Game', where students are examining how the English language is used in sport to advertise, motivate and teach.

Year 12:

Over the past term, Year 12 studied music and the English language. We conducted analytical studies of the Pink Floyd album The Wall and also looked at the musical Bran Nue Dae. The final Year 12 unit is 'The Big Screen', where we will study the teen film genre, with a focus on the movie The Breakfast Club. The remainder of the term will be spent preparing for the HSC.

Kirk, English Teacher

TEACHERS' REPORTS

Maths

During Term 2, Stage 5 students have learnt about Measurement and Geometry and completed an assessment task that involved 'teaching the teacher'. It was great to see everyone reflecting on their learning and how they can communicate that to others in a clear, helpful way. In Stage 6, Year 11 mastered the units Data Graphs and Tables, and Time, while Year 12 learnt about Rates and Ratios and Statistics and Probability.

As we move into Term 3, Stage 5 will begin to explore Algebra, Indices and Linear Relationships, while Year 11 will unpack Fractions and Decimals, Metric Relationships, Chance, and Length, Mass and Capacity. Year 12 will be finishing our study of Rates and Ratios, learning about the Rule of Thirds and developing a personal interest project. I look forward to working with you all during Term 3!

Mark, Maths Teacher

Geography

In Term 2, Geography students finished our study on Human Wellbeing, investigating several human wellbeing issues across Australia and the world, and the local initiatives and charities that are addressing them. Students chose issues of interest which included poverty, the gaps between Indigenous and non-Indigenous Australian health, wellbeing and life expectancy, incarceration rates of young people, how the pandemic has contributed to increases in alcoholism and drug use, and the discrimination faced by the LGBTQIA+ community.

This coming term, students will be developing an understanding of how environments function and the scale of human-induced environmental change. This will include exploring how different world views can influence different environmental management practices and philosophies. They will also conduct a sustainable school audit to evaluate NGC's current approach to sustainability and suggest and implement ideas for improvement.

Jemma, Geography Teacher

History

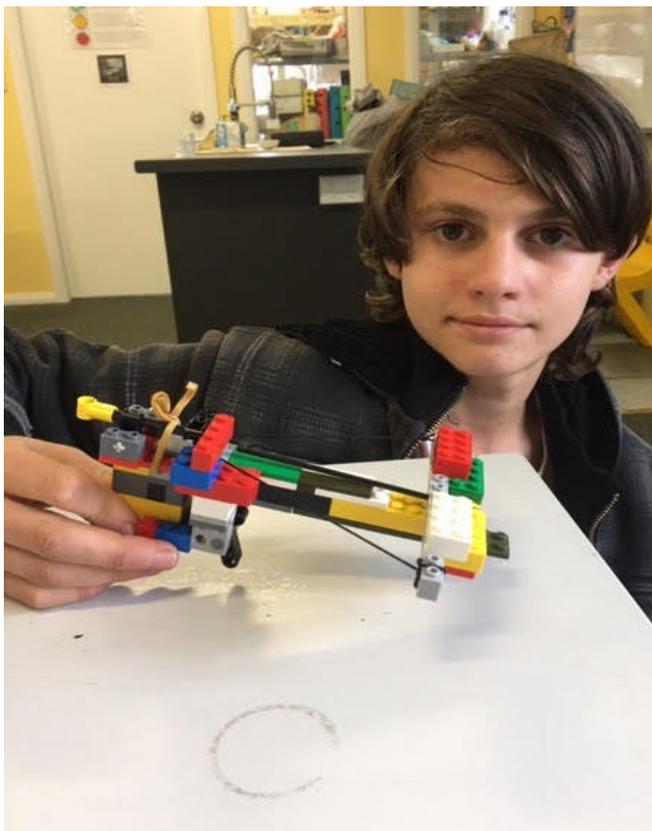
For the past semester, we have been studying World War 1 and World War 2 and examining Australia's participation in these global conflicts. In Term 3, we will be looking at the history and origins of Australia, from British settlement onward. We will be investigating the expansion of settlers throughout Australia and Asia, as well as the movement of convicts and slaves. This will include a study of the White Australia policy and its lasting effects on Australian culture.

Kirk, History Teacher



TEACHERS' REPORTS

Science



Stage 5:

It has been great to see so many Stage 5 students at school during Term 2, benefitting from the practical activities on offer and consolidating their scientific understanding. At the start of Term 3, we will complete the Chemical Reactions unit, where we will learn about the factors that affect the rate of reaction, the processes involved in the production of plastics and the differences between natural and synthetic fibres. Students will then focus on Global Systems, considering how human activity impacts the physical environment and the strategies we can employ to manage an environmental issue, like reducing CO₂ and maintaining Ozone sustainability. We will finish the term with a study of The Universe and will explore the life cycle of a star, galaxies, telescopes and space exploration and proposed theories on the Origin of the Universe.

Year 11:

Our Year 11 Preliminary Investigating Science students have been working through the Scientific Models unit. They successfully completed their Assessment 2 Depth Study, where they researched

and designed a diagrammatic model, to solve a problem which they had identified. In Term 3, we will complete this work and move on to the Theories and Laws unit, where we will engage in practical and secondary source investigations related to the major scientific theories and laws. Year 11 Students are reminded that the Term 3 Open Book Assessment 3 Task will be held in Week 9 and be based on modules 1 - 4.

Year 12:

Last term, our Year 12 HSC Investigating Science students learnt to interpret the difference between Facts and Fallacy. They investigated evidence and measurements used to find truth and have identified areas of misinterpretation and misrepresentation. This has given them an appreciation of the fallacies and fraud that can occur. I am looking forward to our final HSC unit, Science and Society. We will explore how science can be influenced by belief systems, ethics, cultural perspectives, societal norms and economic interests, as well as discussing how scientific developments can regulated to avoid any harmful, negative outcomes to the wider community. In Week 8, all students will sit the HSC trial examination to clarify areas they need to revise. To achieve their non-ATAR accreditation, they will then sit their Final HSC Examination at the start of Term 4.



Janice, Science Teacher

TEACHERS' REPORTS

Photography, Video and Digital Imaging

In Term 2, our Year 11 PVDI students have been enhancing their digital photography practice through different tools and techniques. They created an impressive array of portfolios, focusing on aperture and depth of field, as well as using varied camera angles and composition strategies (like the 'rule of thirds'). In Term 3, Year 11 will be introduced to video-making and try out stop-motion film editing and production through a collaborative project.

In Term 2, Year 12 PVDI students studied film, with a focus on camera movements, angles, composition and lighting. We looked at the themes and techniques presented in the Aboriginal film *Around The Block*, which is filmed in Redfern, Sydney. I was very proud of your hard work and diligence as you studied for your PVDI examination. Moving into Term 3, Year 12 will create an individual body of work, which will be presented at the graduation. Can't wait to see what you all choose to produce!

Jemma, PVDI Teacher

Sports Lifestyle and Recreation / PDHPE

Sports Lifestyle and Recreation:

Year 11 enjoyed their Term 2 study of Outdoor Recreation and learnt how to read various maps, track their location in the bush, build shelters to withstand a storm, tell the time by looking at the sun and many more useful outdoor skills. It was excellent to spend some time in the great outdoors, whether it was fishing together, going for walks through the bush or jumping off jetties! Class discussions were exceptional with all students getting involved, especially in the discussion of the pros and cons of different leadership styles and how we can apply these in our own lives. Everyone offered great insight around the importance of teamwork, team-building and the importance of trust and open communication when working together.

In Term 3, we will be studying First Aid and Sports Injuries. Some of our students completed their First Aid Certificate at school last term and are to be congratulated on their focus and effort during the course. I look forward to another exciting and successful term with you, Year 11!

PDHPE:

In Term 2, Stage 5 students learnt about Sports in Australia and Disabilities in Sports. I was overwhelmingly impressed with the effort and achievement of our students in the assessment task, where they had to consider a specific disability and modify an existing sport to ensure inclusion for all. It was very rewarding to see our young people thinking outside the box, considering others and producing work of such high quality. Well done Stage 5! In Term 3, we will be studying Road Safety. Students will learn the importance of road rules, and consideration of others on the road, and will also have the opportunity to study for their L's. In PE, we will be focusing on personal fitness. Students will engage in fitness tests in Week 1 and then again in Week 8, which will be useful to track their progress. I look forward to seeing everyone doing their best and achieving excellent results again this coming term.

Kat, PDHPE and SLR Teacher

Automotive

Term 3 is going to be a big term for our Year 12 students! Not only are they set to complete their major works, but they will also be undertaking trial exams and studying for their upcoming HSC. I encourage you to attend class as much as possible so you can gain a comprehensive understanding of all course content. There will be extra practical lesson time available to you so you can make solid progress on your major work.

Year 11 will be completing their final term and should be very proud of their efforts with the Preliminary course so far. Now is the time to keep your eyes on the finish line - your end-of-term exams - and complete work up until then to the best of your ability. Our focus will be on completing practical tasks and then evaluating the processes and techniques we have utilised. I look forward to seeing you all back at school for a great Term 3.

Cameron, Automotive Trainer