

WELCOME TO TERM 2!

PRINCIPAL'S REPORT

Welcome to Term 2! As you will read throughout this newsletter, our staff have been hard at work planning for another fantastic 10 weeks for our young people. From getting creative with the curriculum to embedding new outreach programs, our priority is always on giving students a fresh perspective on what it means to learn, to develop new skills, to care for their own and others' wellbeing, and to belong to a community.

Just as these themes of learning, development, and caring for oneself and community are important for our young people, they are equally important to NGC's staff. As all our wonderful caregivers and families will be aware, our team of teachers and support staff are incredibly passionate about providing a genuine alternative for young people who need it. We recognise that while subject matter is always important, what engages our students most in their learning journey is the trusting and supportive relationships they have with our staff and the values and behaviours that they see modelled every day.

With this in mind, looking after staff wellbeing is an important priority for our school. Concerningly, recent data from the Black Dog Institute reveals that 52% of teachers are experiencing extremely severe symptoms of depression, 46% suffer from anxiety and as many as 60% experience chronic stress. While every individual will be different in this regard, the key message I take away from this is that we should consider mental health and psychological safety as a whole-school issue. Just as we help our students to manage their workload, avoid burnout and celebrate their strengths and accomplishments, NGC is committed to doing the same for our staff. The same is true for the families of our young people too. We are all in this together and looking after each other with understanding, respect and non-judgement is what will ensure we all flourish in ways that are sustainable in the long-term.

One way we have been working towards a sustainable and purposeful future for our school is through strategic planning. Since last term, NGC has been engaging current and alumni students, parents, staff and community partners in a formal strategic planning process, which involves consulting all these different groups on what's working well, what needs improvement and how we can grow and pursue the most meaningful priorities as a school moving forward. This has already proved very valuable and we look forward to continuing it into Term 2 before sharing with the wider community.

As we chart our course for the future, we are also learning so much from looking back and reflecting at what has already been achieved over our school's history. We have now been operating for a whole decade and are tremendously proud of this milestone. NGC is excited to celebrate our 10 year anniversary with our entire community this May. We are planning an event on Friday 31st of May from 3pm - 5pm. Invitations with more information will be soon on the way to you but please save the date as everyone is welcome to attend and celebrate with us.

Finally, given I have talked a lot about the vital role our staff play in supporting our students and their families, I thought this might be a great opportunity to include an updated staff list for you to refer to. As you will see, we have so many empathetic, creative, knowledgeable and committed people here to champion every young person who comes through our gates. I am personally honoured to be working with this team and I want to thank you all for trusting us to care for your young people. Here's to a fantastic term to come! I look forward to welcoming our students back on Monday 29th April 2024.

Andrea, NGC Principal



2024 Term Start and End Dates

TERM	START	FINISH
2	Monday 29 April	Friday 28 June
3	Monday 22 July	Friday 27 September
4	Monday 14 October	Thursday 12 December

Term 2 Dates for the Diary

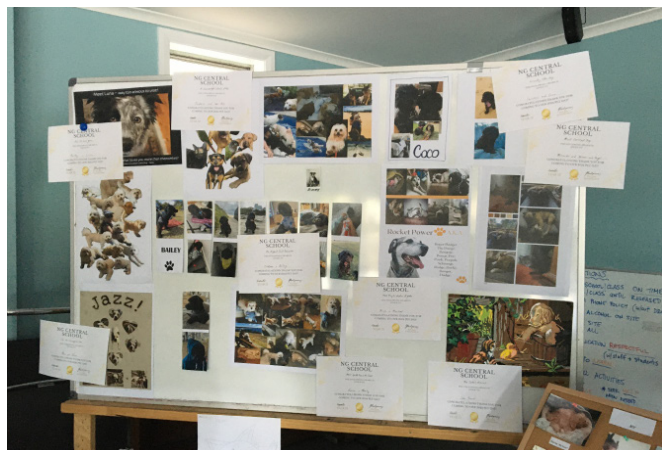
Students Return to School	Monday 29 April
NGC 10th Anniversary Celebration	Friday 31 May
Horizon; Bangarra Dance Excursion, Sydney Opera House	Wednesday 19 June

NGC's First-Ever Pet Day

It's no secret that we love animals at NGC and are big believers in the therapeutic power of our four-legged, furry friends. That's why everyone was incredibly excited to debut our very first whole-school Pet Day! On Thursday 11th April, we had thirteen dogs and one rabbit visit our school, owned by both students and staff.

The event included a parade and activities, where each dog was showcased in a public procession and nominated for a range of awards, including Best Behaved, Most Distracted and Ball Fetching. We also created some beautiful photo portraits of the many pets owned by NGC students and staff. It was a fantastic day, with young people bonding over their shared love of animals and enjoying many laughs and playful moments.

NGC would like to give a special thank you to our Year 12 Investigating Science class and our Science teacher, Janice, for organising and running this first-time event at our school. It was their forward planning, creativity and enthusiasm that made it such a special experience and we look forward to making this an annual undertaking!



Thinking Outside the Box: NGC Outreach Program

Have you heard about our 'Boxing 4 Health' outreach program? Created by our Case Manager, Lee T, and our Education Support Officer (and former boxing champion) Brad, this initiative aims to give our young people a healthy, active way to express themselves, develop their self-discipline, and hit big personal goals! Since November last year, a growing group of students have been engaging in early morning and occasional weekend boxing and workout sessions, under Brad's expert guidance.

This has involved 5am bus pick-ups, sweating it out in the school gym before sunrise and fuelling up with a healthy brekky before class kicks off! Lee and Brad have also volunteered countless hours to take students to Sydney to meet with some boxing legends, including 2012 Olympian, Luke Jackson. Beyond their amazing physical progress and skill development, young people are demonstrating more self-motivation and confidence, and a greater commitment to their learning when at school. We can't wait to see this program continue to grow and would like to acknowledge Lee T and Brad for their efforts. Thanks to their fantastic engagement of our students and their families, NGC had our most attended parent/teacher night ever last term! If you'd like to read more about the program, we are including a copy of an article published in the Koori Mail on the next page.



Brad Hardman (in the Westside Boxing t-shirt) is delivering a boxing program that is having tangible outcomes for school-aged youth. Picture: supplied

By KRIS FLANDERS



CHANGING lives. Saving lives – this is the noble aim of what a new boxing program for young people on the NSW Central Coast is setting out to achieve.

The Ngaruki Gulgul Central School is where education is done different. The target audience there is students who have struggled in mainstream schooling. Its unique style of education is aimed at Years 9-12 with vocational qualifications and benevolent relief to students and families in need.

Since 2014, the school has provided education that 'thinks outside the box' and where students are made to feel engaged, supported and to be at a place that's safe and where they can fit in.

Case manager at the school is Lee Trethowan who said the boxing program that started there in November last year has been a success in presenting students with goals, building self-confidence and helping them make better lifestyle choices.

"It all started off with one young boy really, who had issues happening outside school and couldn't be at home," Trethowan said.

"School was his safe place but then he got suspended and I thought he might be at risk. I spoke to Brad (Hardman) and I knew that the young fella was keen on boxing. I said (to Brad) 'Could you connect with him and maybe train him?' Brad thought it was a great idea.

"I then approached our principal and said 'Could we make this into a regular outreach program for students in our school?' And it has just taken off from there.

"Brad has such a great rapport with the

students and they respect him and they listen to him. He doesn't talk down to them, they're on the same level and wavelength.

"There's no pressure with the boxing either and that makes it more motivational for them, the physical activities are allowing them to open up when they want to."

The boxing program has been a great vehicle for at-risk youth, delivering positive and lasting messages and to lead healthier lives.

The youth are discovering that the disciplines they're using at the gym could also be applied in everyday life.

Brad Hardman has grown up with boxing and has trained some great young fighters during his coaching time.

"We started with just one fella and now we've got up to 10 and it's growing and there's interest in it from other students now, too," he said of the program he's delivering.

"They've gotten right into and are so committed; they're saying things like 'Why can't we do it on weekends as well?'"

"Boxing is a great release, you hit that bag and lose some of that pent-up frustrations, you're using up energy but at the same time gaining skills and strength, mentally and physically being better.

"They're putting the hard yards in and they're reaping the positive rewards now."

Ngaruki Gulgul in the local Darjindj language means 'standing strong' – the youth involved in the boxing program are doing that every day.

Hardman has taken the group on field trips to Sydney, and visited the Jeff Fenech

and Kostya Tsyzy gyms, and to restaurants where they've experienced different foods and cultures.

Ngaruki Gulgul Central School principal Andrea Cingi has noticed big changes in her students in a small amount of time.

"The success has been for the young students, the community and the school," Cingi said.

"The success is around the connections and belonging and they're forming healthy relationships, they're moving away from toxic relationships and scenarios.

"Initially, I didn't think boxing could have such an impact but it's given them such a huge outlet in a good way.

"Their (school) attendance is increasing, they view their school-life in a different manner now.

"When they started they'd have their hoods right over their faces, (with) little eye contact, and slouched over, but through the boxing program they've found confidence.

"They're also paying more attention to things like personal hygiene, what foods they're eating – they have so much better self-esteem and belief in themselves now."

On school mornings, Hardman and Trethowan pick up eager students at 5am for training, a workout and various boxing exercises before a shower and a healthy breakfast that's provided.

It all started out slowly.

"The young man this boxing program started with is an excellent boxer," Cingi said.

"He's got the skills, (and) this is where he should be and needs to be, he doesn't miss

a session and he's passionate about boxing.

"He even said when he gets famous he's not going to forget any one of us here.

"You know, some days are still tough at school but he finds a way through now. He is focussed and because he's doing so well at boxing he's inspiring others to be their best version too."

Hardman understands and connects with teens who are struggling to find themselves, and connect with people who are doing it tough.

On one field trip to western Sydney the former footballer and boxer took the crew to Windsor – to the site where he almost lost his life in a horrific car accident.

That joyride cost one of his mate's their life. Hardman had to have a leg amputated. He spoke to the teens about making better decisions and life choices and what the ultimate consequences might be.

"I told them my story and about the accident and how it started off as some thoughtless fun that ended so badly," he said.

"I showed them photos of the car and how broken up it was, and about the aftermath and what happened to me and what happened to my mates. I think it really stuck with them and it resonated with them. All the way home they asked me questions.

"The next day at training, one of the boys said he got a phone call early in the morning (from his mates) and they said they had a car to go for a drive in.

"He went out to the front yard, but then thought about my story and something clicked in his head. He went back to bed.

"This young fella later found out that those mates went out and ended up in hospital after they crashed that car."

Changing lives. Saving lives.

Outside the box

"Boxing is a great release."

TEACHERS' REPORTS

Deputy Principal Update

Term 1 was a blast of new experiences for our young people, with some really stretching themselves to take on big learning challenges and some focused on getting used to the routines and rhythms of school life after a long period of holidays. I would like to recognise all students who participated in our Rewards Excursion to the Easter Show this month. The feedback I received was that everyone had a fantastic day and made our school proud by representing us well in the community.

Moving forward into Term 2, we will be introducing a new Stage 5 class. When meeting any new students, I encourage everyone to be as friendly and inviting as I know you can all be. At NGC, we want every student to feel welcome and supported in their transition. Think back to your first few weeks at our school and I'm sure you will recall someone being kind to you, making the effort to include you or bringing you into a shared conversation or joke. There is always an opportunity to pay this forward and treat other students as we would like to be treated!

As we head into May shortly, we will be bracing for Winter to arrive. Please be prepared for the upcoming cold snap by wearing appropriate clothing to keep warm and well. I look forward to seeing you all back school, ready to learn for the term ahead.

Cameron, Deputy Principal

Parent Portal Update

THANK YOU to those of you that have already registered for and started using our Parent Portal on Sentral. We've never had this many users on the portal, which is great news! As a refresher, the Parent Portal keeps you up to date on attendance records, timetables, parent and teacher nights and other school and community events. It is also where you can find documents such as newsletters and permission slips.

In order to register for the Parent Portal, you'll need a family access key. If you don't already have a family access key, please e-mail sentral@ngc.nsw.edu.au to receive your unique code. This will link you to the school and your young person's information. Should you experience difficulties or have any suggestions, please do not hesitate to contact me, NGC's Business Manager, on sentral@ngc.nsw.edu.au for assistance. I look forward to hearing from you about your experience with our Parent Portal, and any feedback will be gratefully received!

Vidar, Business Manager

English

Stage 5 English: Our Stage 5 English students will be learning about Literacy through picture books in Term 2. We will learn about all the techniques used to create picture books and then put these into practice by writing and illustrating our own for a specific audience. If scheduling works out, Stage 5 will have the chance to read these picture books to a local primary school class.

Preliminary English: Year 11 students will spend Term 2 exploring the theme of Travel. In this unit of study, students will learn about travel outside of Australia, including restrictions, itineraries and requirements. For their assessment, students will plan a one-week holiday outside of Australia.

HSC English: Year 12 will study music in Term 2. We will focus on how messages are conveyed through lyrics and consider the emotional impact that music has on people. Students will then create a musical portfolio of their favourite artist and song. We will also do a film analysis of Pink Floyd's *The Wall* and Bran Nue Dae.

Kirk, English Teacher

TEACHERS' REPORTS

Maths

Stage 5 Maths: In Term 2, we are continuing our exploration of trigonometry ratios and how they are applied in the real world, with concepts like the angle of depression and elevation. We will then move onto the topics of significant figures and scientific notation and consider how they can be useful in fields such as Science. From there, students will learn about the application of scale factor and start a unit on understanding algebraic expressions.

Preliminary Maths: In Term 2, Year 11 will continue to explore how numeracy is used in everyday life, with a focus on time. Students will consider the types of time used around the world and evaluate when they should be used in different scenarios and settings. They will also undertake a focus study on how time is used in the workplace. This will prepare them for their future careers by highlighting the importance of time management and the correlation between pay and hours worked.

HSC Maths: In Term 2, Year 12 will be revising key concepts of area, perimeter and volume before moving into a deep dive on data and statistics. They will investigate how data and statistics are applied in a variety of contexts like business and sport. We will then move onto a unit on rates and ratios and how these are used in everyday life.

Kat, Maths Teacher

History

In Term 2, students will be learning about Australia in World War One. We will be looking at the causes behind the conflict, the conditions that soldiers endured, the specific challenges of trench warfare and the impact of propaganda. For their assessment, students will create a letter from the perspective of someone living and fighting in the trenches. We also hope to take a trip to the Entrance to see the World War 1 museum there.

Kirk, History Teacher

Geography

In Term 2, Stage 5 students will continue to explore the concept of human wellbeing around the world and at home here in Australia. We will focus on how the Aboriginal and Torres Strait Islander Peoples view wellbeing and investigate the Wellbeing Framework. Students will also have the opportunity to explore the different organisations that are helping to improve and support the wellbeing of individuals and groups in Australia and abroad.

Kat, Geography Teacher

Automotive

In Term 2, our Automotive students will continue to learn the fundamentals of repairing motor vehicles. One of the focus areas will be removal of a transmission and engine from the Hyundai I-Load. Year 12 will be progressing on their major work by starting to weld and remove all dents in the front clip of the Austin. If time allows, students will also be introduced to sand blasting as a way of removing rust and paint from metal.

Excitingly, those students who participated in Automotive last term will be invited to an excursion to the Top Fuel Drags at Eastern Creek, on the first Friday of Term 2. We will be sending home a note to families, so look out for this. I am looking forward to everyone enjoying a great term of learning and experiencing new things along the way!

Cameron, Automotive Trainer

TEACHERS' REPORTS

Science

Stage 5: It has been fun to see our Stage 5 Science students demonstrate their understanding of Force and Motion and Energy through their Term 1 assessment task, and most of their First-hand Investigation scientific reports were completed to a good standard. In Term 2, we will conclude our work on Energy and students will then be introduced to the Periodic Table and discover the magnificence of its structure. After working for a short time on the Chemical Reactions unit, our Stage 5 students will sit the Assessment Two theory test. This is an Assessment of Learning, based on the first four units of work. It is an in-class task which students will complete in Week 7. Stage 5 are encouraged to attend school regularly and work with commitment and purpose during the lessons, so that their RoSA Grades reflect their true potential.

Preliminary Investigating Science: Year 11 Preliminary Investigating Science students have been carrying out first-hand observation and secondary source investigation activities and exploring the concepts of cause, effect, inferences and generalisations. In Term 2, they will put their observation and quantitative and qualitative data collection skills into practice through testing the quality of water and its effect on plant and animal life at various Central Coast locations. Moving on to the Scientific Models module, students will learn about how scientific concepts can be represented visually and how the scientific community constantly evaluates models for accuracy and applicability. They will complete a Depth Study Assessment task, where they research, design, construct and evaluate a model of their own making, as a way of solving a problem they have identified.

HSC Investigating Science: The HSC Investigating Science students successfully completed the Module 6 Technologies unit, and all the students produced an outstanding Assessment 2 Secondary Source Investigation task, where they investigated the Continual Cycle of Technological Development. This involved researching their own topic and presenting their findings to the class. None of the work was plagiarised and all presentations were very interesting and informative. Well done Year 12!

In Term 2, the HSC students will complete the Module 7 unit: Fact or Fallacy. They will learn how the scientific process is the most powerful tool available for generating knowledge about the world, as it uses evidence and measurement to find truth. However, as a human endeavour, it is subject to human failings. By scientists questioning evidence, re-testing ideas, trying to replicate results and engaging in peer review, they can compensate for biases and potential errors. Throughout this unit, students will investigate factual or fallacious claims through first-hand and secondary source investigations and will evaluate these based on scientific evidence. They will also explore some scientific claims seen in the media and will consider the benefits of peer review.

Janice, Science Teacher

Photography, Videography and Digital Imaging

What a great start to the year! In Term 2, PVDI students had many opportunities to practice their photography skills at several locations across the Central Coast, including Norah Head, the Haven, Lions Park and the Japanese Gardens. They have also started to build their knowledge of enhancing and manipulating their images using Photoshop Elements. Well done Year 11!

In Term 2, students will be introduced to the 'Exposure Triangle' – that is, aperture, shutter speed and ISO. Knowing how to balance these settings will enhance their abilities to manually capture an image. Towards the end of the term, we will have fun experimenting with the art of Light Painting.

Patty, PVDI Teacher

TEACHERS' REPORTS



PDHPE and SLR

Stage 5 PDHPE: In Term 2 theory classes, Stage 5 students will be researching the health information and support services available in our community and evaluating their effectiveness. We will also be talking about how we can use self-management skills to take care of ourselves and other people when in complex situations and will reflect on how we can build and maintain respectful and inclusive relationships in a variety of settings. In our practical lessons, students will master creative movement skills, with a focus on safety and wellbeing, and design personalised plans that will enhance their own participation in physical activity.

Year 11 SLR: For the first half of Term 2, Year 11 students will be learning about 'Outdoor Recreation' and how to stay safe when participating in outdoor activities. There will be many opportunities to practice their new skills and apply their knowledge in real scenarios, including setting up tents, cooking outdoors and providing first aid.

After this, we will move onto a 'First Aid and Sports Injuries' unit, where we will learn about the relationship between anatomy, physiology and performance, consider how to respond in emergency care situations and explore what it means to demonstrate leadership and teamwork in situations involving movement and physical activity.

Year 12 SLR: In Term 2, Year 12 SLR students will develop the knowledge, understanding and skills necessary to participate in and analyse athletic programs. We will investigate types of athletic events, consider the ethical and organisational responsibilities of participants in these events and learn ways to improve athletic performance.

Mike, PDHPE and SLR Teacher

UPDATED STAFF LIST FOR YOUNG PEOPLE AND FAMILIES

Principal: Andrea Cingi

Deputy Principal: Cameron Livingstone-Thomas

Programs Manager: Rick Corderoy

Business Manager: Vidar Tysvaer

Vocational Programs Manager: Anthony Foti

Aboriginal Education & Families: Mick McKeon

Inclusive Education Teacher: Jade Morrow

Case Management: Lee Trethowan

Counsellor: Caroline Cardier

Teachers:

- Janice Montgomery (+ Curriculum Coordinator)
- Kirk Oakley
- Kathryn Staples
- Mike Cook
- Patty Polson

VET Teachers/Trainers:

- Jodane Melnik
- Jodie Taylor
- Melissa Birkbeck
- Mick McKeon
- Chris Winters

Education Support Officers:

- Chris Winters
- Jodane Melnik
- Lee Santi
- Brad Hardman
- Kylie Josephson

Administration:

- Sheree Thomson
- Larissa Little
- Felicity Kemp
- Mel Thomas

Buildings Maintenance & WHS: Felicity Kemp

Grounds Maintenance: Charlie Morgan