

WELCOME TO TERM 4!

PRINCIPAL'S REPORT

"Strive not to be a success, but rather to be of value." - Albert Einstein

I reflected on this quote as we celebrated the recent graduation of our Year 12 students. Undoubtedly, they have achieved a hugely significant feat of finishing high school and meeting a metric of success that they themselves doubted that they would ever attain.

But if you ask any of them - or their teachers, families and carers - about why this experience matters so much, it's not about the milestone in and of itself. It's not about the success on paper or the final destination, it's about the journey they have taken to get here. Along the way, they have learned so many things about who they are, what they are capable of and the kind of future they envision for themselves. They have figured out how to persevere through challenges, make connections with people, and feel strength and pride in their identity, culture and community.

These may not be tangible measures of 'traditional success' but rather, they are examples of what it means to be of value. When we know ourselves, we can identify the ways in which we can contribute to those around us. When we feel belonging and a sense of responsibility to our world and communities, we are able to bring our unique strengths, experiences and perspectives to the table.

Success often feels finite. It's a finish line, a title, a number, a certificate. But what if we shifted the lens? What if we asked not just where our students are going, but how they're getting there? The real questions we must continue to ask are:

*What did you do along the way?
Did you take time to care about people?
Did you make the environment around you better?
Did you walk with integrity, compassion, and purpose?*

Because two people can arrive at the same destination - but one may have lifted others up, nurtured their community, and grown through kindness, while another may have taken shortcuts that left others behind.

As educators, mentors, and leaders, our role is not just to prepare students for success, but to guide them toward being of value. To help them see that the journey matters. That character counts. That the impact they leave behind is just as important as the goals they achieve.

To our graduates: we honour your accomplishments, your stories and your futures. May you continue to stand strong with pride, purpose, and a deep sense of value.

Andrea, Principal

Term 4 Significant Dates

Term 4 First Day	Monday 13th October
Rewards Excursion	Wednesday 10th December
Term 4 Final Day & School/ Community Christmas Lunch	Thursday 11th December



Update on Phone Use at School

We know how much phones are part of everyday life, but lately it's been clear that they've become a big distraction during class. Even when they're meant to be out of sight, out of mind, the temptation is just too strong and it's getting in the way of wellbeing, learning and focus.

So, from now on:

- Phones go into the classroom lockbox at the start of each lesson
- You'll get your phone back at recess and lunch to use freely

This way, we can keep classes distraction-free, while still giving you time to check in, message, or scroll during your breaks. Just like in a workplace! Thanks for working with us on this everyone! We're confident it'll make school calmer, less stressful, and a better place to learn.

Deputy Principal Update

Congratulations to our 2025 Year 12 class for completing their final term of school. This means that you only need to return to school for your final HSC exams in Term 4. Please be mindful of your exam timetable so you don't miss any! A member of the school will also be in touch with you the day before your exam to make sure that you are aware of the scheduled time.

I would also like to acknowledge those students who attended school more than 75% in Term 3 and resultantly attended the Rewards Excursion. Well done on your focus and perseverance! I hope you had a great time at the zoo and took lots of photos of the animals while there. If you have suggestions for Term 4's Reward Excursion, please let me know.

Moving into Term 4, there are some changes to how classes are being divided and joined. This is due to our Year 10 students needing to complete work away from their Year 9 peers in preparation for moving into Year 11 in 2026. You will be notified of your class changes when returning to school.

With the summer weather upon us, please be mindful of the clothing that you're wearing to school. If it's deemed to be inappropriate, you will be asked to change into clothing that is supplied to you for the day. If refusal occurs, you will be sent home, and we will try again the following day.

Cameron, Deputy Principal

The Impact of Independent Education

Did you know that Independent schools' contribution to the Australian economy is similar to that of the entire Gold Coast?!

[A new national report](#) shows that independent schools generated \$45.7 billion for the economy in 2023-24 and saved governments more than \$12.5 billion.

That means families choosing an independent school aren't just investing in their child's future; they're also supporting jobs, regional development, and easing the burden on public education.

In NSW, independent schools contributed \$14.9 billion in economic activity and provided 33,760 full-time equivalent jobs - that's more than Telstra or Qantas nationally. They also supported a further 43,182 jobs in flow-on employment AND saved taxpayers \$4.92 billion in school operating and construction costs.

NG Central School is proud to be part of a sector that delivers such wide-reaching benefits to our community and our country.

English

Stage 5 English: In Term 4, our Stage 5 English classes will be studying graphic novels. We will be reading the novel *The Outsiders* by SE Hinton and creating a graphic novel based around the events that occur in each chapter. Students will also explore the theme of significant relationships, as much of the novel is concerned with the importance of family and friends, and how they impact our lives.

Preliminary English: Year 11 will be finishing up their study of *Local Heroes* for the first 3 weeks of Term 4 before they begin the Year 12 common module of *Texts and Human Experiences*. Students will learn about the human experience in relation to three focus areas - *The Struggle with Adversity*, *the Pursuit of Dreams*, and *the Search for Identity*. Our text for this module will be the film *Billy Elliot*.

Kirk, English Teacher

Maths

Stage 5 Maths: In Term 4, our Mathematics classes will explore probability and statistics, how they are used in everyday life and how they can be displayed as information using a variety of methods. Students will have the opportunity to design and perform an experiment that investigates how probability is related to a real-life situation of their choosing. Within this unit, they can access and utilise a range of technological tools to aid in their discovery and the application of these mathematical concepts.

Year 11 Numeracy: In Preliminary Mathematics, students will continue work on Module 2 of the course, which focuses on measurement and estimation. They will also be completing a trade booklet that provides them with useful information, whilst simultaneously enhancing their literacy and numeracy skills specific to that trade. From Week 4, they will progress into the HSC component of their course, with a focus on gaining skills and knowledge relating to financial mathematics.

Kat, Maths Teacher

Science

Stage 5 Science: Term 3 was a very interesting term with so many new students settling into our 'School of Second Chances'. The mandatory Student Research Project assessment task involved independent research and a hands-on practical investigation, culminating in the writing of a Scientific Report. The task was highly scaffolded to help students learn the report writing process. Many students were very excited to see that they are able to achieve great results when they focus and work well in class.

Diversity of Living Things is our Stage 5 Science focus for Term 4. The three units within this topic are Reproduction, Genetics, and Evolution by Natural Selection. As sexual reproduction is designed to pass on genetic information to our offspring by passing on chromosomes from both parents, it is important that students realise it is part of the cycle of life that ensures survival of a species. Students will learn about the process of inheritance and how characteristics are passed on to future generations.

TO MY SCIENCE TEACHER

2022 - 2025

Janice, in your lab the world cracked open wide,
atoms, stars, and cells all danced side by side.
You showed me the veins of the earth,
the fire in the sky,
the chemistry of wonder,
the physics of why.

I still see your hands measure sparks of the flame,
teaching us truth wasn't just theory, but game.
Science became poetry when you spoke of the stars,
turning microscopes into telescopes,
erasing the bars.

Even experiments gone wrong had lessons to unfold,
teaching me failure itself is brilliant and bold.
I'll miss the hum of curiosity in your voice,
and how you made learning feel like a choice.
Janice, your wisdom made the universe small,
and I'll miss your science stories most of all.

By ADRIAN

Graduating Year 12 Student

Science (continued)

Stage 5: The Term 4 assessment task is a Secondary Source Investigation, where students will either investigate:

- the pros and cons of Gene Technology, exploring issues around genetic engineering and how our knowledge of genetics will shape our future world.
- the advantages and disadvantages of the use and applications of Biotechnology, including social and ethical considerations.

Preliminary Investigating Science: Our Year 11 PRELIM Investigating Science students have completed most of the Module 4 Theories and Laws unit. The final activity for Year 11 will be a Module 4 Depth Study which will allow them to demonstrate the investigation skills they have developed during their Preliminary course. Sat at the end of Term 3, their Preliminary Examination showcased some impressive results and boosted the self-confidence of many in the class.

In Week 4, our Year 11 students will begin their Year 12 HSC Investigating Science course. Their first unit is Module 5: Scientific Investigations. Students will learn that the experimental method is a dynamic process influenced by initial observations, and new evidence and unexpected results arising from an investigation. They will explore the importance of accuracy, validity and reliability in practical and secondary-source investigations, while conducting their own practical investigations. There will be several excursions to Girrakool, related to the Assessment 1 task, which involves designing a suitable investigation focused on animal welfare. Students will need to justify the suitability of their design, conduct their planned investigation and collect, record and analyse primary data, which they will present as a Scientific Report.

HSC Investigating Science: Congratulations to the current Year 12 HSC Investigating Science students, who have completed their HSC course. In preparation for the final examination on Tuesday 21st of October 2025, these students are encouraged to review their Trial HSC paper and use their workbooks to assist them with their revision.

Janice, Science Teacher

History

In Term 4, Stage 5 students will be exploring the social, cultural and political transformations of the 1960s, with a special focus on Australia and its connections to the wider world. They will investigate key events and movements such as civil rights, the Vietnam War and the shifting social values of this decade, while discovering how these changes shaped Australia's identity and contributed to global transformation.

Geography

In Term 4, Stage 5 students will explore patterns and trends in population movements and the increasing urbanisation of countries. They will discuss how growing communities affect both the environment and the economy, and examine strategies like the 2030 Agenda for Sustainable Development, which aims to secure a sustainable future for the planet. Students will also propose solutions and consider opportunities for building liveable and sustainable urban places.

Photography, Video and Digital Imaging

In Term 3, our Year 11 PVDI students had a fantastic time bringing their amazing ideas to life through mini stop-motion films, showcasing plenty of creativity and imagination. Looking ahead to Term 4, we will dive into the exciting world of sound and discover how it brings even more magic to filmmaking!

Patty, History, Geography and PVDI Teacher

PDHPE and SLR

Stage 5 PDHPE: In Term 4, our Stage 5 students will explore the influence of media on the health, safety, wellbeing and physical activity levels of young people. Throughout the term, they will critique different sources of health information and consider how to assess credibility and relevance. Together, we will evaluate the options available for young people seeking help.

Year 11/12 SLR: For the first three weeks of Term 4, SLR Year 11 students will explore different types and purposes of muscle training as they develop resistance programs that apply overload strategies. They are expected to participate in extensive hands-on activities while learning the theory and principles behind strength training. From Week 4 onwards, SLR Year 11 will become SLR Year 12. Students will build knowledge, skills and understanding of sports, focusing on movement elements and team dynamics that foster confidence and success across various games and activities. Those interested can extend their learning beyond school by pursuing external opportunities in officiating or coaching roles.

Mike, PDHPE and SLR Teacher

Automotive

Year 11 will continue to work through the fundamentals of the automotive vehicle, as they learn to fabricate and build projects of interest. Our aim for this term is for students to sufficiently develop their skills so that they can start adding to the panel work on our Austin A40. Stage 5 will focus on increasing their understanding of automotive principles and applying their skills through independent, small projects throughout the term.

Cameron, Automotive Trainer

Wellbeing

Term 3 saw significant changes for the Wellbeing team and the school at large. Firstly, Rick, our Programs Manager, went on well-deserved long service leave, and secondly, we established the new Wellbeing Hub in what was the admin/reception 'house'.

It was inevitable these changes would have teething issues, both for students and staff. I want to acknowledge and congratulate the perseverance of the Wellbeing team as they made responsive adjustments to the hub's operation throughout the term, thank the rest of the staff for their support and feedback, and applaud our young people for embracing change.

Having our wellbeing team in one location has improved collaborative approaches to support, with a significant increase in young people feeling comfortable connecting with our counselling service. It's also created challenges for the Wellbeing Hub staff, who were at times overwhelmed by the numbers attending it, and in improving the rate of students returning to classes after seeking support.

There will be further changes to how the hub operates in Term 4, as we reflect on the lessons from Term 3, and continue working on balancing effective wellbeing support and interventions for our young people while encouraging full engagement in their education.

Anthony, Acting Programs Manager

Vocational Education and Training



Year 12 Graduation:

Term 3 was busy and exciting as we finalised our Year 12 student results and celebrated their achievement. Congratulations to Adrian on completing the Certificate II in Hospitality, and to Bianca and Sylus on completing the Certificate III in Retail qualifications as part of their HSC. These qualifications will help you demonstrate to potential employers that you have skills and knowledge relevant to the workplace, and that you have the tenacity and perseverance to complete a two-year qualification alongside your HSC. Well done!

Alumni Event:

This term also included our Alumni event, where past NGC students return to the school to meet our current students, share their experiences both at NGC and since leaving, and answer questions. We also had guest speakers attend to discuss life after school. It was great seeing past and current students connect. Many thanks to Jill from RIEP, Anne Blackman from Workforce Australia, and Joey from CTQ for giving their support and time to our students.

2026 Year 11 & 12 VET Choices:

Term 4 is time for our current Year 10s to start thinking about and making their Year 11 VET choices. I will be speaking to our young people, parents and carers about their choices here at school and the external VET options available. Our current Year 11s also can review their VET options and make changes or add courses for Year 12.

Career Exploration Opportunities:

At the moment, there are many opportunities coming through where students can learn more about potential career options, through events such as workshops, career days, work experience and employer visits. I will regularly update the career board in the café, and approach students I believe may be interested. If any of our young people, or their parents or carers, have a career idea, please let me know so I can be on the lookout for opportunities that match their interests.

NG Job Tree:

I have been setting up and testing a linktree website with job opportunity links that may suit our students. QR code links will be posted around the school in time for the start of Term 4.

Anthony, Vocational Programs Manager