

showcase

orara high school



issue five  
term three  
week two  
twenty twenty one

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# showcasing HSIE

**HSIE is the study of the environment and how humans interact with the world. HSIE provides students with the opportunity to learn about the world around them. The HSIE faculty at Orara High supports students learning through a variety of curriculum areas. We are passionate in supporting students widen their knowledge of both the past and the world around them.**

## Year 12 HSC History study

Miss Hambly and Mrs Patterson took their Modern History and Ancient History classes to Coffs Harbour Senior College for a HSC study day.

Students were lucky to attend this day so close to home, with the only other study day held in Sydney.

Students attended lectures delivered by expert historians and archaeologists.

Lectures and workshops tailored to the current topics students are studying.

The Ancient History students learnt about Spartan Society, the Persian Wars and Pompeii and Herculaneum.

The Modern History students learn about power and authority in the modern world, peace and conflict,



and change in the modern world.

Ancient History Student Hamish Butcher said the day was incredible and full of insight of our topics. We were privileged to be there.

## Business Studies study day

Students attended lectures by leading HSC markers and publishers to assist them

to improve their Business Report and Essay writing techniques for their HSC.

Students worked on writing responses and their case studies throughout the day.

## Kim Towner 'Happy Frog' lecture: social and ethical business practices

Kim Towner, business owner of the Happy Frog at Coffs

Harbour gave a lecture to Year 11 & 12 Business students on social and ethical business practices and ethical treatment of employees.

Students asked a range of questions about Kim's experience in the hospitality industry. Kim's inspirational lecture was well received by all students.

## **Business Studies taster lesson**

Year 10 students took part in a range of 'taster lessons' to get a better understanding of the subjects they are selecting to study in Year 11-12.

Students in Business Studies took part in a lesson learning about different leadership styles and how



this could affect employee productivity.

Students worked in teams and were under the instruction of their allocated manager.

All students enjoyed the lesson and the winning team walked away with a range of prizes!

## **Commerce**

Year 9 students have been busy preparing for their annual market day in Week 3 Term 3.

This has become an annual event where students are given \$20 to come up with a business idea, market, plan the operations and make the business occur.

Students need to be aware of all finance costs and how they recoup their expenses.

We have been very fortunate





to have Kim Towner from Happy Frog donated the money as it relates to work after school.

The profit of the market day will ensure the students look at sustainable ways to reinvest so that the Commerce class continues to understand the importance of reinvesting.

## **Year 10 Work Education excursion and work placement**

This year the subject of Work Education has been offered for students to understand more about their transition to the workplace.

This has seen a number of presenters, such as industry experts attend the school and discuss their journey into the field they are in.

Relationships have developed with Key Employment with excursions to their workplace and having an understanding

of the multiple ways that careers can unfold.

Excursions have taken place in the local business districts to understand the importance of meeting retail demands in the local area, promotional ideas, and the requirements of staff in varying occupations.

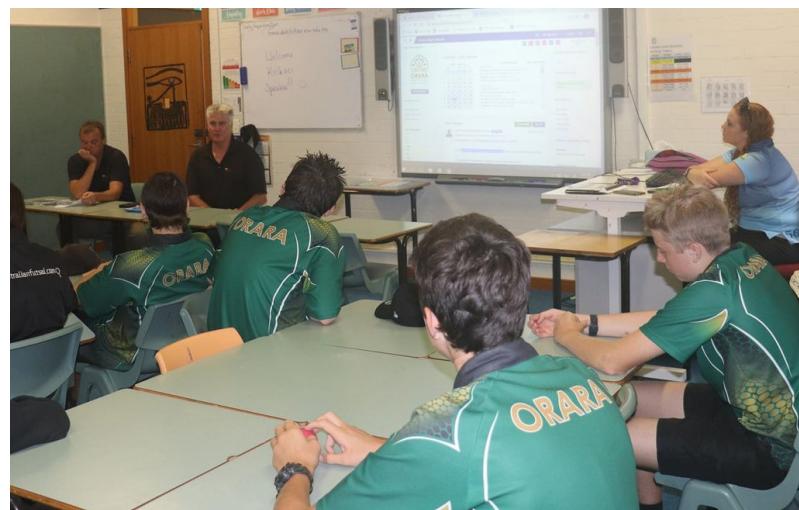
Each student has prepared a resume and has had the courage to contact employers for work placement for one day a week until the end of the year in varying businesses

within the local area.

This has seen students represent Orara High with professionalism by applying themselves in the workplace and seeing if they are suited to that career.

Some students have already been offered apprenticeships in their chosen field and we are excited that we have contributed to their success.

The students have been learning about collaboration in the workplace and worked together in groups to present



fantastic activities they could use to promote professional positive relationships and be used as ice-breakers within the workplace.

## Year 11 Mock Trials

The Mock Trial is a program run by the NSW Law Society where schools go against each other on an actual case with a prosecution and defence.

The case is adjudicated by a solicitor acting as a magistrate.

This is the third year that Orara High School has been involved in the Mock Trial competition.

Legal Studies students review and either prosecute or defend the matter.

Mock Trial is the perfect way for students to understand and apply what they have learnt in the classroom.

This year we have been up against Trinity of Lismore, St Columbia of Port Macquarie and Toormina High School.

The scoring is about who actually wins the case and the arguments of how the whole team went.



Orara High School and Toorima High School Mock Trial students with Heather McKinnon from Bryant McKinnon Lawyers. Orara High School victors on this occasion.

In every round we have won the case and have won the argument against Toormina High School.

The magistrates involved have praised a number of students stating they could have good careers in the legal profession.

We are extremely proud of our students as it has given them advocacy, problem solving and analytical skills which will assist them in their future endeavours.

We would especially like to thank the team at Bryant McKinnon Lawyers for their support and patience.

Legal Studies students have stated the following about the Mock Trial experience.

“It gives young people an opportunity to showcase

their fast thinking on the spot, critical analysis in a real life environment.”

“It gives us insight into how the court works.”

“It gives students an opportunity to apply their knowledge that we learn in the classroom”

“It is scary but empowering and thrilling at the same time.”

“It is practical.”

“We work together as a team and look at different views. It doesn’t matter your level of intelligence as everyone has something worthwhile to say.”



*Each fortnight, we will bring you current online safety news from [Safe on Social](#), an organisation that works tirelessly to provide in-depth online safety education.*

*We hope that you'll find this information helpful in supporting your child or children to use online platforms, like Snapchat and Instagram, appropriately, effectively and ethically.*

## Sexting and teens

We have decided to write a start to what is a very big conversation.

We often get messages from parents that have found conversations and the exchange of images on their teens devices that are not quite sexting, but close.

This is getting younger and younger but most often starting in Grade 5 and 6.

In most cases it is very early flirting. Remember this is the

way kids do it now, videos, texts etc.

However, it could easily go from harmless flirting and quickly escalate so it is very important to discuss it with your child.

In fact it is an excellent time to talk about consent, sending intimate images, the law and most importantly... respectful relationships.

In our experience a great place to have these conversations is in the car.

When you are driving your child somewhere, one on one and safe.

They can roll their eyes and try and not engage as much as they like... but they can't escape... (My son was often "awww Mum" but always ended up talking).

Ask questions frame it with "What happens if" or "What would you do if " is a good starting point.

Here are some questions that may be helpful to start:

Do you know people at school who've sent or received a nude/nearly nude or sent one?

Was it their idea to send the photo, or did someone convince them to?

How did you find out about it, did someone share it? Or was everyone gossiping about it?

What would you do if you received a nude from someone?

Have you learnt about what to do and the law about this at school?

Do you have any questions about things you've heard/ learned about?

If your child has questions about sexting, try to answer them as honestly and openly as you can.

It is really important to teach your kids about happy, healthy, respectful relationships as young as possible.

Always encourage them to speak up about anything.

Let them know they will not

get in trouble, that they can have conversations with you about this topic and you are always there to help them find answers (if you do not know the answer) and to help them if they need.

Once you've started talking about sexting with your child, you will see it gets way easier the more you do it.

The younger you start the better.

Teens need to know that sexting or sending nudes is very risky, that images can be shared, gossiped about, even used against them in cases of sextortion.

(Sextortion is a very serious crime that occurs when someone threatens to distribute private and sensitive material if you don't provide them with images of a sexual nature, sexual favours, or money).

Sextortion can happen quite easily to this age group. Usually when they have met a stranger online.

I have reported to Police when a 10yr old told me after a school talk, that it was happening to her.

Someone she met on Roblox who moved her to

TikTok to follow them there so they could exchange video messages which quickly became sinister.

It's also important to help your child understand the legal consequences of sexting.

The best way to protect a teen from the risks of sexting is to talk about respectful relationships and trust.

Explain that sexting is a sexual activity.

All sexual acts – including sexting – need to be consensual.

At Safe on Social we go one step further and speak about "Enthusiastic Consent" with teens (age appropriate of course).

Enthusiastic consent is about ensuring that all parties to sexual acts including sexting are enthusiastically consenting to everything that happens.

This means you would be participating in sexual acts because you're excited about it, not because you feel pressured into it.

Breaching consent by sharing a sext isn't respectful or ok in any way.



Sharing other people's sexts or sending nudes to someone who hasn't asked for one is not ok.

They have a right to say 'no' and it's never OK for someone to pressure them into doing anything sexual, including sending sexual photos.

It's also a good idea for teens to practise saying no by just saying, 'No, I don't send nudes'.

This needs to be normalised.

Encourage them to never ever be afraid to talk to you about any of this or appoint a "cool aunty or uncle" that they can have these conversations with.

Get to know other parents at your child's school, so that if you need to, you can discuss without fear if things happen between your teens.

Know where to go when things go wrong; you can go straight to your local police for assistance.

## Years 7 and 8 Spelling Bee term 3, week 3

During Education Week (term 3, week 3), Orara High School will host its inaugural Spelling Bee for Year 7 and Year 8.

### Why is spelling important?

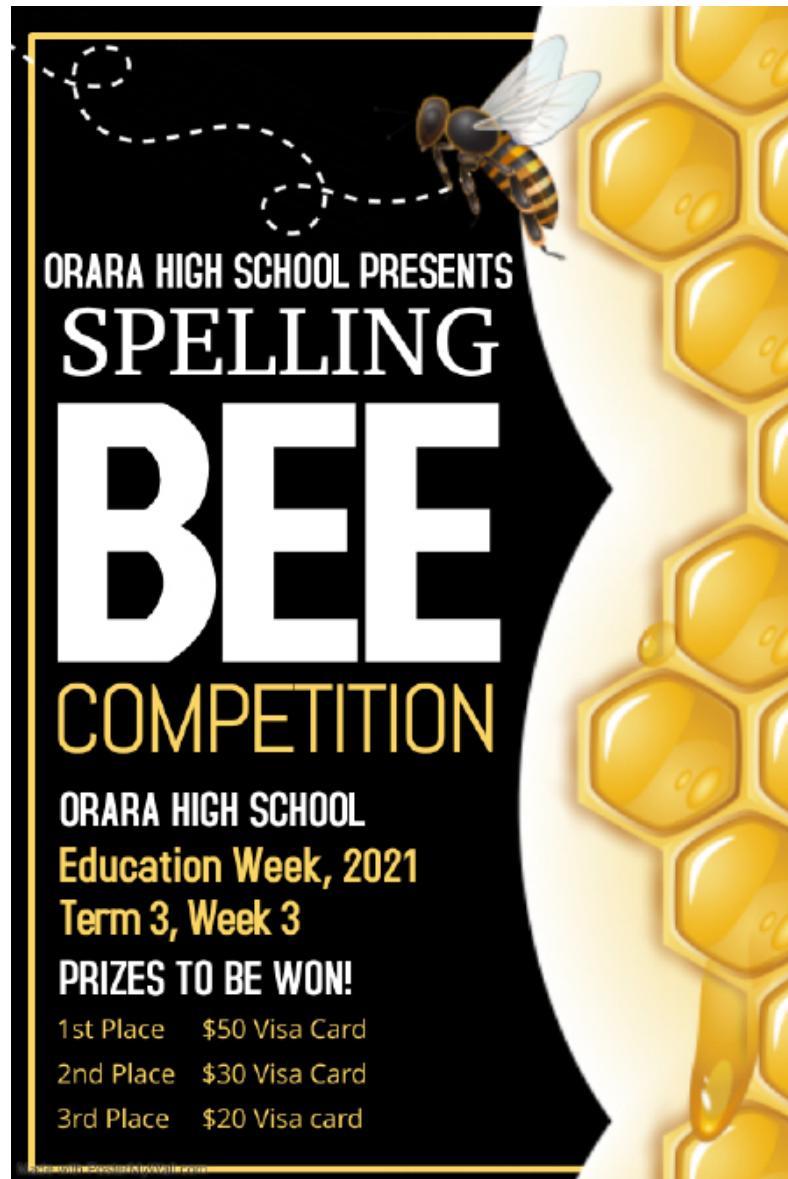
Spelling is important for three reasons:

- Communication: Spelling is a critical component of communication
- Literacy: Spelling and reading skills are closely related and help develop overall literacy
- Employment: Spelling quality has a direct impact on employment opportunities

Research has found that spelling, reading, writing and comprehension skills are all closely linked.

A research study conducted by L.C. Ehri for the Scientific Study of Reading found that spelling instruction improves reading ability, as it builds a learner's knowledge of the alphabetic system as it is used in reading.

From now until the grand final, students will be practising 'Look, Cover, Write, Check' in their



classes.

### How can I help my child at home?

Students received the list of spelling words and a practice booklet for home and school.

Students have been practising in class doing 'Look, Cover, Write, Check'.

You can help your child practise by encouraging them to do 'Look, Cover, Write, Check' in their spelling practice booklets.

Look, Cover, Write, Check is a strategy used to help children learn their spellings.

To help your child, get them to follow these steps:

- **look** at the spelling word and commit the spelling to memory
- **cover** the word over with a piece of paper or their hand
- **write** the spelling word in the space given in the practice booklet
- uncover the spelling word to **check** if they have got it right.

### **What spelling strategies can I teach my child at home?**

A thought-provoking study found the five main spelling strategies used automatically by students are:

- Visualising the word: remembering the appearance and shape of words; picturing the word in the mind
- Making connections: for example, drawing on knowledge of word families; recognising syllables.
- Sounding out the word; identifying the beginning sound of the word and then the rest of the word; using syllables.
- Reflecting: verifying

the spelling of the word by checking, use of dictionary, list, or computer spell-checker

- Combining and applying several of the above strategies.

On the school website [Spelling Bee page](#), we have provided a downloadable copy of the Spelling Bee booklet, which includes 'Look, Cover, Write, Check' pages so that you can support your child can practise at home.

Each Year 7 and 8 class will complete a spelling test in week 2 of term 3.

All students who achieve 100% will then move to the Spelling Bee knock out grand final held in term 3, week 3.

### **LiteracyPlanet**

Students can also access the spelling words on [LiteracyPlanet](#).

LiteracyPlanet is an English

literacy platform that comprehensively supports students' learning through gamified activities and tasks.

It covers all strand of literacy:

- phonics
- sight words
- spelling
- reading
- grammar & punctuation
- comprehension

Students can access LiteracyPlanet at home by going to the website (<https://app.literacyplanet.com/login>) with their school-assigned login in and password.

If your child has forgotten or lost their login and password, please contact the school so that we can give you those details.

We encourage you to explore the site with your child so that you have a greater understanding of how it works and can encourage your child to complete the games and tasks that will help boost their literacy.



## New devices procedure for the Orara school community

Staff and students have been collaborating for some time to develop a whole-school framework for positive expectations for everyone, The Orara Way.

Upon coming into the school, you will see banners and signs that highlight our three key values: safe, inclusive and respectful.

An important aspect of this is how we are going to support students to use technology and smart devices in a safe, inclusive and respectful way.

Our first assembly this term (via Zoom), the principal explained to the school community that as of Monday, 19 July 2021, the following procedures will be in place across the Orara school community.

### **Year 11 and 12 students**

Year 11 and 12 students may have their device on school premises following the below conditions.

Students will:

- Have their device turned off and placed in their



bags upon entering school premises.

- Use their device upon teacher request for learning purposes.
- During study periods, use a school device offered in the library (for example, the chromebooks).
- Be able to use their device respectfully at recess and lunch.
- Be responsible for their device brought on school premises.

Failure to adhere to these expectations will result in the device(s) being confiscated

as per agreed procedures as outlined later in this procedure.

### **Year 7 - 10 students**

Year 7, 8, 9 & 10 students will not be permitted to have device(s) at any time while at school.

Failure to adhere to these expectations will result in the device(s) being confiscated and managed as per agreed procedures as outlined later in this procedure.

## Staff

Staff will, at times, need to have a device with them for particular purposes, for example:

- Accessing administrative tools and functions, such as roll marking,
- Accessing learning delivery and management tools, such as Google Drive or Kahoot, to deliver learning experiences or assessments,
- Contacting support in cases of emergency.

Staff are expected to model professional and ethical device use and etiquette while in the workplace.

## Parents, carers and community

Parents, carers and community members will be able to assist the wellbeing of all students by doing the following:

For students in Years 7 - 10:

- Ensure their child(ren) does not bring their device(s) to school.
- Ensure they have spoken with their child about the school's device(s) expectations.

For students in Years 11 - 12:

- Remind their child(ren) their device(s) is to be turned off and placed in their school bag.
- Ensure they have spoken with their child about the school's device(s) expectations.

## School disciplinary procedures

If a student breaches the aforementioned expectations and complies with handing over their device to the staff member managing the breach, the following will occur:

First time:

- The parent/carer will be contacted and required to pick up the device from school,
- A conversation will take place between relevant school executive staff member and the student

Second time:

- The parent/carer will be contacted by the DP and be required to collect the device from them,
- The student will be issued with a formal caution.

Third time:

- The student will be issued with a short suspension,
- Participate in a

mandatory meeting/session regarding device-dependence with the counsellor/SSO as part of the return to school.

Continued breaches will result in escalation in the school disciplinary procedures.

If a student breaches the aforementioned expectations and does not comply with handing over their device to the staff member managing the breach, the following will occur:

First time:

- The parent/carer will be contacted by the DP and be required to collect the device from them,
- The student will be issued with a formal caution.

Second time:

- The student will be issued with a short suspension,
- A mandatory meeting/session regarding device-dependence with the counsellor/SSO as part of the return to school.
- Continued breaches will result in escalation in the school disciplinary procedures.

## The definition of smart devices

The Orara High School community agrees to the following usage of devices are listed below:

- Mobile phones
- Smart watches
- Gaming devices (including, but not limited to, Nintendo Switch)
- Phablets
- Wearable smart bands
- Earphones
- Headphones
- MP3 players
- Portable and/or compact music devices
- Portable and/or compact video and/or audio recording devices
- Tablet (including, but not limited to, iPad, Samsung Galaxy tablet)

If you have concerns for your child related to device use at school, whether it be related to medical conditions, including mental health conditions, please phone the school to make an appointment to speak with the principal and student support office.



**Over the term, we will be providing information, resources and strategies to help parents/carers manage their child's use**

**STUDIES THAT EVERY TEACHER NEEDS TO KNOW #30**

### THE ONE ABOUT MOBILE PHONES

**THE STUDY**

Mobile phones are a part of everyday life. They have the power to connect people and can be great tools for learning. Most people have their mobile phone next to them for large parts of the day. But is there a darker side to mobile phones? Can the mere presence of a mobile phone negatively impact student performance?

To answer this question, researchers had students complete a concentration task with either a mobile phone or a notepad on the table near them. The students didn't use the phone during the experiment, it was just within their eye-line.

To gather further information, the researchers had students complete a range of questionnaires about themselves and also ran the experiment twice: once with someone else's phone near them and once with their own phone.

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**THE MAIN FINDINGS**

**1** The mere presence of a mobile phone led to a **20%** reduction in attention, concentration and performance in tasks that were demanding and complex (i.e. ones that students had to think hard about).

**2** Students performed worse in these tasks, regardless of whether they could see their own phone nearby or someone else's.

**3** This reduction in performance was found to be true regardless of the student's gender, age, how much they normally used their own phone or how attached they said they felt to it.

Ref: Thornton et al. 2014, Social Psychology  
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**of devices.**

## 8 tips for setting tech boundaries in your family

By Reggie Madison  
27 October, 2020

Adults are working from

home; students are learning from home.

We're Zooming and following IG stories to keep up with our friends and family.

We have become more reliant on technology to earn a living, get an education, and stay connected to loved

ones than ever before.

Even in the midst of our dependence on WiFi, apps, smartphones, and social media, we look around at our family from time to time and say, "We're texting each other from the next room."

If we don't get control of all this screen time, our family isn't going to know each other."

There are studies linking technology to mental health problems like loneliness, anxiety, and depression.

People are suffering from issues such as video game addictions.

Divorce filings are citing inappropriate online behavior as factors leading to marital collapse.

Technology is often dictating how we spend our time instead of the other way around.

As parents, part of wresting control away from the screens working on releasing as many dopamine squirts in your brain to get you hooked means setting boundaries with your family.

Here are eight tips for setting boundaries in your family

so technology can increase family togetherness and not cause a disconnect:

### **Set boundaries so technology serves a positive purpose in your family**

Technology can educate, connect, and entertain us in healthy ways.

Boundaries help ensure that technology doesn't take away from any of those positive things.

Make sure a screen is never the only source for educating, connecting, and entertaining.

### **Be a good role model**

Boundaries can't be one-sided. "Do as I say and not as I do" doesn't work.

Yes, there are some perks to being an adult; being a technology-distracted parent isn't one of them. Telling your kids not to bring phones to the dinner table while you sit at the dinner table and text is not a good plan.

As a leader in your home, you must first lead by example.

### **Protect your family**

Setting technology boundaries helps protect

your family's connection, safety, and both mental and physical health.

Whether it's cyberbullying or anxiety, establishing boundaries can work to safeguard your family's wellbeing.

### **Make a plan**

Create a family technology plan which includes the purpose, boundaries, and consequences.

Enforce consequences unapologetically. This can be as simple as taking away their game controllers or reducing their allotted tech-time.

### **Incentivise technological responsibility**

Encourage your family to make good decisions through rewards that are meaningful.

Trips to the ice cream shop, extra tech-time on the weekend, choosing the movie on family movie night—anything that brings attention to good decision-making regarding technology usage reinforces the behaviour you want to see.

### **Designate tech-free time**

When possible, replace tech-time with family time.



Make space for family movies, game nights, and family meals.

Setting aside time before bedtime, when devices are off, will help the family connect and increase everyone's chances of getting a good night's sleep.

#### **Don't compare**

Focus on what's best for your family.

Don't compare yourself to other families.

No two homes are alike.

It's one thing to seek advice from other families, but keep your family values front and centre.

#### **Educate your family**

Invite your children to learn what you're learning about the pros and cons of

technology.

Our family has watched documentaries, television specials and read information together.

Being informed has helped our family understand the potential effects of technology on our mental health, relationships, and even our brains.

This helps us hold each other accountable and helps us stay focused on the most important thing—our relationships.

Boundaries don't have to be restrictive.

Good boundaries will help your family enjoy relationships with each other by protecting you from potential distractions.

Setting boundaries in your family is your way of putting technology in its place.

Gadgets are not more important than your relationships with the people you love.

Messing with those relationships is a boundary that you can't give technology the freedom to cross.

*This article was published on [firstthings.org](http://firstthings.org)*

## Upcoming events

Term 3, week 2	Term 3, week 3
<b>Jul 19</b>  <ul style="list-style-type: none"> <li>• MNC athletics</li> <li>• EALD homework club</li> <li>• Youth Leadership Capoeira program</li> </ul>	<b>Jul 26</b>  <ul style="list-style-type: none"> <li>• EALD homework club</li> <li>• Youth Leadership Capoeira program</li> <li>• VET hospitality work placement</li> </ul>
<b>Jul 20</b>  <ul style="list-style-type: none"> <li>• Support unit community access</li> <li>• Year 11 Marine Studies bize</li> <li>• Refugee Outreach program</li> </ul>	<b>Jul 27</b>  <ul style="list-style-type: none"> <li>• Mathematics Extention 1 Study Day</li> <li>• Girls Get Active Day</li> <li>• STEM Expo</li> <li>• Support unit community access</li> <li>• Refugee Outreach program</li> </ul>
<b>Jul 21</b>  <ul style="list-style-type: none"> <li>• Mathematics Advanced Study Day</li> <li>• 'Shows Up' Drama festival</li> </ul>	<b>Jul 28</b>  <ul style="list-style-type: none"> <li>• Mathematics Extension 2 Study Day</li> </ul>
<b>Jul 22</b>	<b>Jul 29</b>
<b>Jul 23</b>	<b>Jul 30</b>  <ul style="list-style-type: none"> <li>• Year 7 Spelling Bee final</li> <li>• Year 8 Spelling Bee final</li> </ul>