

North Gosford Learning Centre

Term 4

December 2021

Principal's News

Welcome to the Term 4, 2021 Newsletter.

First of all, a big thank you to students, parents and our staff for responding so well to the changes necessary during these challenging times. I believe the whole NGLC community has responded well to this event and we look forward to even better times ahead.

As I stated this time last year it's not just grown-ups worrying about the Coronavirus and the changes happening day by day. As parents and teachers, it is important we listen to the questions from children and we offer clear and honest answers. It's also OK to admit we don't know the answers. There are many very helpful websites available such as NSW Health, Emerging Minds, The Black Dog Institute and Beyond Blue to assist in information on how to talk to children on this topic. Remember, with constant messages about vaccinations and new virus variants our children will be picking up information from their peers, the media, and what they are observing in the streets and shops. It is our role as parents and teachers to make sure we don't unnecessarily add to their anxiety and tailor information to their age so we can be sure they have understood and are reassured.

As usual at NGLC we are continually working at improving all aspects of our programs and surrounds. We now have a playground available for our primary aged students. Additionally, we have new building works to improve our playground facilities for our Year 9 & 10 students. I feel very proud of everyone's efforts to ensure our students access meaningful learning & support programs this year. We are working hard to ensure our school has the best resources available to offer an environment that is welcoming and interesting.

Unfortunately, due to space limitations and health guidelines we will be holding a special assembly for students and staff only this year. We will do everything possible to record every award and provide photos and certificates to parents and family where appropriate.

I encourage everyone to stay safe and continue to follow NSW Health advice. Have a fantastic Christmas period appreciating our wonderful part of the world. Please don't hesitate to contact the school with any concerns or need for support. As always, we will do our very best to respond to the best of our capability.

Daniel Hayes
Principal

Dates to remember:

Last Day of Term 4 is Thursday 16th December 2021.

1st day back for all students 2022 is Tuesday 1st February 2022.

School Development Day (SDD) Information

NGLC will not be operational on:

Term 4 SDD: **Friday 17th December, 2021.**

Term 1, 2022 SDD: **Friday 28th January, 2022 and Monday 31st January, 2022**



The Music program

It has been wonderful to have so many new students coming to try new things, record, play instruments and experiment with the music production technology available in the hall studio.

Some of the returning students have been going deeper into their music making practice and really developing as electronic producers or instrumentalists, which has been great to see as well.

The school now has a new electric guitar which goes perfectly with our lovely Maton acoustic guitar, and students have been enjoying both and even learning to jam. They have also been enjoying learning their favourite riffs and songs from tabs.

Our keen electronic music producers have really been getting into using the Ableton Push controller. They are now beat-making, layering instruments, and sampling sounds with ease and it is exciting to see what comes next.

It is excellent to see some of our singers coming regularly to learn microphone and recording techniques and fun to watch them as they listen back to their recorded voices and keep improving.

We are really looking forward to seeing more students next year coming to check out our music program and be involved.

Class 5

As Class 5 prepare to leave NGLC, I think it is important to acknowledge their resilience in completing Year 10 and gaining their Record of School Achievement given the disruption to their education and lives generally, due to COVID.

Our focus this term has been to develop practical life skills for work and study post NGLC. We have worked together in our cooking program, sport, group games, class discussions on curriculum and current affairs. It has been great to see the students engage critically with the world around them.

Class 5 was also able to set, and achieve, positive behaviour for learning class goals this term, and it was rewarding to see them agree on their rewards and achieve those goals.

Class 5 will be missed at NGLC next year, and we wish them all the best for their chosen path in 2022.



Class Two

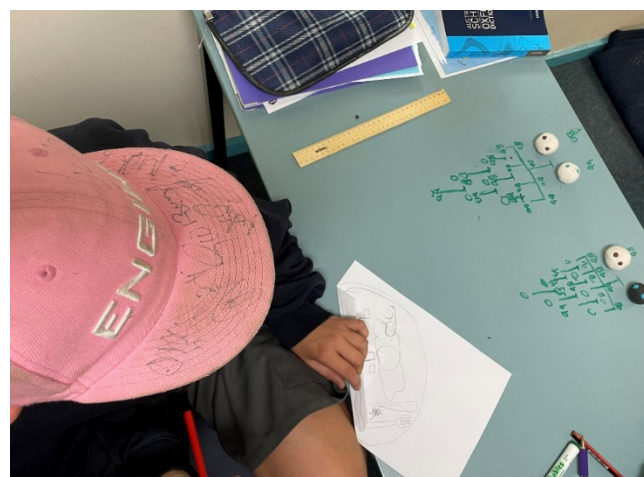
Bird Watch

Class 2 participated in the Aussie Backyard Bird Count for one week in October. For 30 minutes at a time students had to identify and record birds that they spotted in and around the school. This important data was added to bird counts all over Australia and assists scientists to identify species, habitat and their locations.



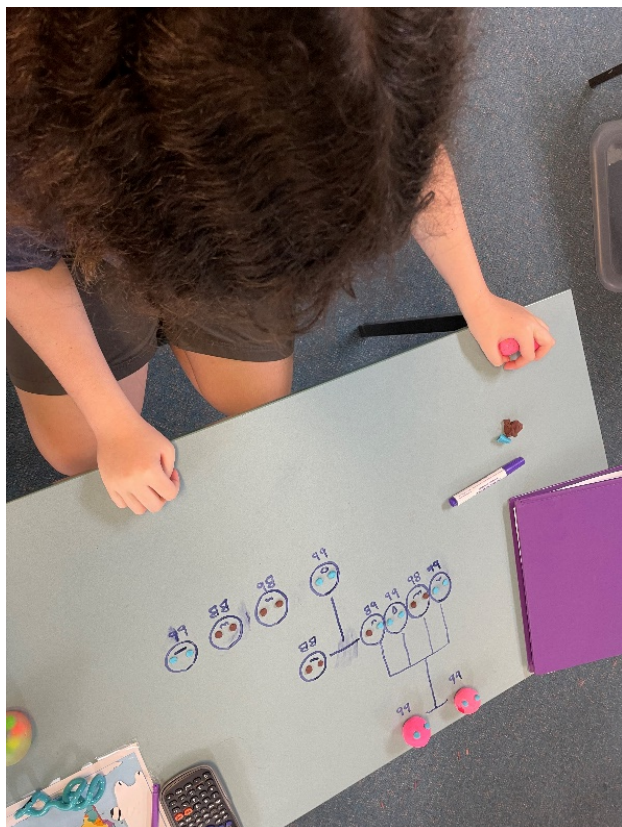
Science

Science during Term 4 has been the study of multicellular organisms and the structures that form them. Students have studied the structure of cells and created a model of a plant cell. Genetics and heredity were also explored and an exercise in dominant and recessive genes was assisted by tiny plasticine people to let us look at how traits are inherited. Finally, the mysterious world of DNA and the double helix, helped us to learn a little more about our immune systems, the history of immunisation and how scientists are using DNA to create new medicines.



Food Technology

Class 2 had great fun being able to get back into the kitchen this term. Some long-awaited favourites such as ramen, nori rolls and chocolate cheesecake helped us to get back into routine and also challenge ourselves with some tricky flavours and techniques.



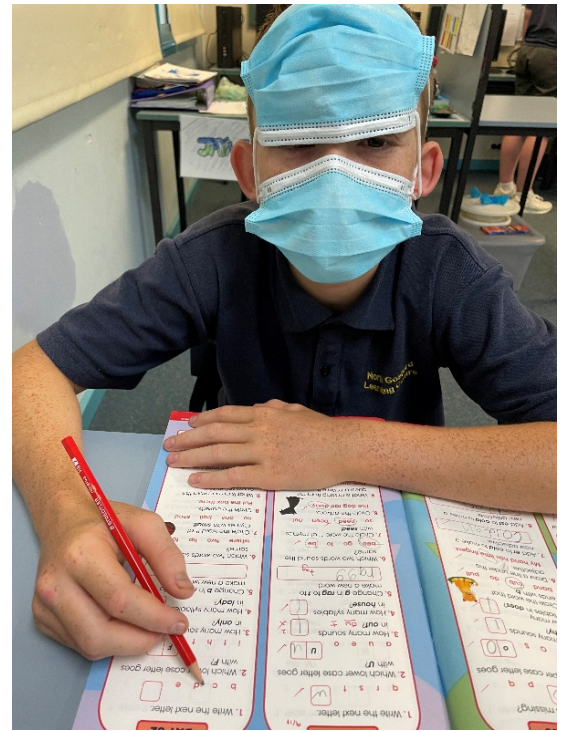
Visual Art

Visual Art has been a mixed media sensation as you can see from our results. Pouring paint, abstract dragged string paintings, continuous line drawings and bringing the Mona Lisa into 2021-great imaginations in Class 2!!



Class 2 Getting Along and our Classroom

Our class waited a long time to be back together. We have a few new students in our class and have enjoyed getting to know each other, getting used to getting along and working in the same space together and generally just having some fun and enjoying being back at school. Term 4 has been a fantastic transition back into learning and all students have adjusted extremely well. Seeing happy faces every day!!!

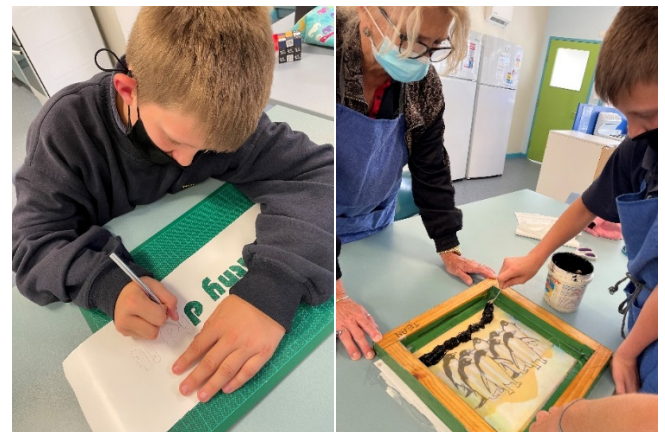




Electives-Screen Printing and Tie Dying

Students recently created some amazing and original t-shirt designs using silk screen printing! Once a design is chosen, it must be transferred onto printmaking paper, and the difficult process of hand cutting each piece in the stencil begins. Students showed persistence with the process and quickly learnt the colour mixing and screen techniques used. The process then forces ink through silk to make their designs come to life. The teamwork shown was also impressive - well done!!

Tie dying is always fun! Being able to be creative twisting and folding fabric without any pattern or plan is relaxing and creates beautiful original designs. Double dipping to mix colours also creates new washes and patterns. Students were able to complete 2-3 projects which included single colour pillowcases, funky tie dye socks and a t-shirt. Some truly amazing results!!





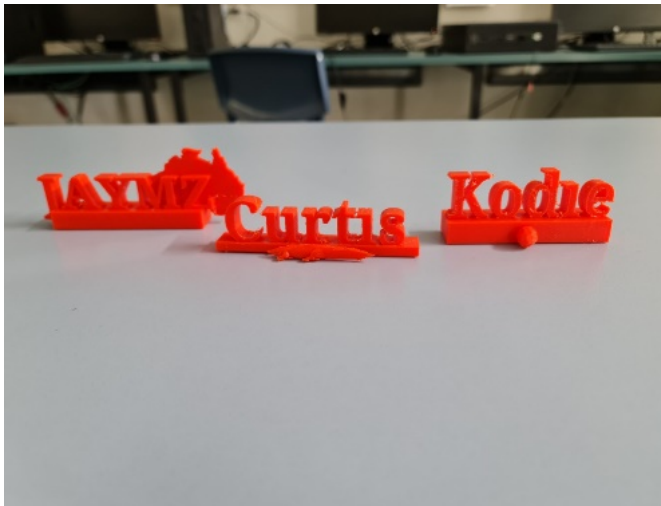
Class 3

It has been great to see the students from Class 3 return to face-to-face learning. The students have been able to leap straight back into their work and have really enjoyed the elective program running this term. Students have been learning about forces in science, fitness in PDHPE and cooking skills in technology. It has been a very difficult year for the students in Class 3 with the disruptions and changes however they should be extremely proud of their effort this year.



3D Printing

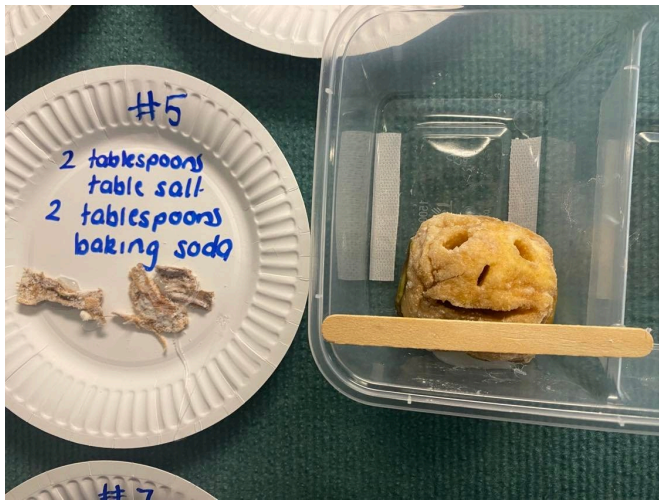
This semester students have been creating 3D designs using Tinkercad. Students have then had their designs made real by using the school's new 3D printer. Students have had the opportunity to create name placards, interesting mixture of animals and balloon powered cars. Students have been really engaged in the program and have shown fantastic skills using Tinkercad.



Class 1

Class 1 has had a busy and exciting term since returning to face-to-face learning. Some of our class members moved to new classes and we welcomed new students to our class. All students have adjusted well to the changes.

During HSIE lessons we learnt about Ancient Civilisations. We used different combinations of salt, bicarbonate soda and epsom salts to test their mummification properties on peeled apples. The results were very interesting and the apples aged very quickly.



Students really enjoy getting the small “push” cars out as a reward for completing set tasks in class. We have been able to use these on a few occasions and every time the students enjoy the experience and engage excitedly.



Class 1 resumed our cooking lessons. We have successfully cooked several meals including sausage rolls, curried sausages and brownies. We definitely have some Master Chefs in the making!



We have had a great few weeks adjusting back to full time school life! The holidays are creeping closer and closer and I wish all Class one and North Gosford students and their families a safe and happy holiday season. I look forward to seeing them all in the New Year for what will hopefully be a full uninterrupted year of face-to-face learning. Thank you for your support this term.

Class 4

This term has been a positive one for Class 4. The highlight for me was seeing Will and Karl both successfully complete their White Card course. This is an outstanding achievement that will assist them throughout life after school, both these boys should be extremely proud of themselves.

Another program that Class 4 have engaged extremely well in is our cooking program. Karl, Will and also Andrew have all been involved in cooking some amazing dishes. These include; chicken kebabs, rice bubble balls, honey soy chicken stir fry as well as desert pizzas. All students were engaged throughout each cooking lesson and maintained a high level of safety as well as hygiene guidelines.

Other programs engaged in by Class 4 this semester have been PDHPE – Drugs in the Community, Ancient Egypt as well as a novel study of Hatchet. Special mention to Karl who has engaged appropriately across all these KLA's and maintained a high level of attendance throughout the term.

Also a special mention to Mel and all the other SLSO's who have worked with Class 4 throughout the term, you guys are awesome!!

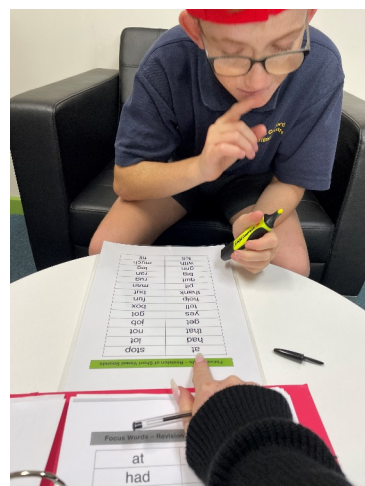


QuickSmart

Students are actively working towards improved automaticity, mastering basic academic skills, and developing efficient strategies allowing the students to participate successfully in the classroom and to build upon the necessary skills to achieve their individual Literacy and Numeracy outcomes.

A huge congratulations to our QuickSmart students for your continued effort and success.

Nugget – the smallest, most placid chicken of the three, with bright white tail feathers



Bocce Tournament

All classes enjoyed participating in the Bocce tournament in Week 9. Bocce, also known as Italian lawn bowling, is one of the most widely played games in the world. Each player was given two large balls that they had to try and bowl as close to the smaller target ball, called a pallina, to gain points.

Each class had a competition, and the winner then represented their class at the end of week tournament. All students were involved in supporting their classmates, some even designing shirts and making pompoms.

The overall winner of the tournament was Karl and the man of the match, for his sportsmanship was Talekai.



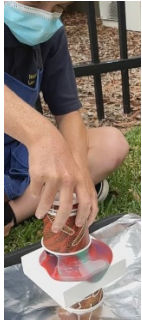
Around NGLC



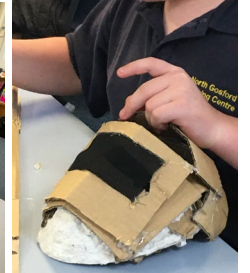
Bocce



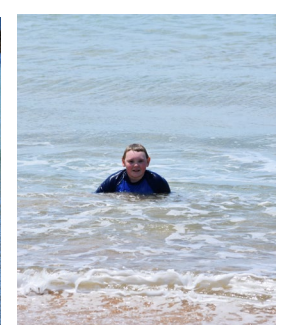
Paint Pouring



Class 2



Surf Survival





SAY NO TO ADDICTION

Most e-cigarettes contain nicotine – the same **HIGHLY-ADDICTIVE** chemical that's in regular cigarettes. This increases your risk of other types of addiction in later life.

#SayNoToVaping

Health
Central Coast
Local Health District


SAY NO TO ANXIETY & DEPRESSION

Nicotine found in e-cigarettes can **AFFECT BRAIN DEVELOPMENT** in teens, impacting their learning, concentration and mood, causing **ANXIETY AND DEPRESSION**.

#SayNoToVaping

Health
Central Coast
Local Health District


SAY NO TO EXPLOITATION

Many e-cigarettes are made by the same companies that produce regular cigarettes. Their marketing **TARGETS YOUNG PEOPLE** to get you hooked. **DON'T BE A PUPPET!**

#SayNoToVaping

Health
Central Coast
Local Health District


SAY NO TO SERIOUS HEALTH RISKS

E-cigarettes contain or produce **CHEMICALS KNOWN TO CAUSE LUNG DAMAGE AND CANCER**. There are also thousands of cases of injuries caused by their **BATTERIES EXPLODING**.

#SayNoToVaping

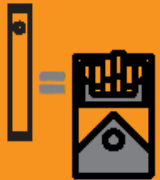



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SAY NO

**E-CIGARETTES ARE NOT GOOD FOR YOUR HEALTH.
SAY NO TO VAPING AND NO TO ITS HEALTH RISKS.**



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 <p>A single STIG can contain the SAME AMOUNT OF NICOTINE as an entire pack of cigarettes, making them HIGHLY ADDICTIVE.</p>	 <p>Research shows kids who vape are much MORE LIKELY TO START SMOKING CIGARETTES.</p>
<p>Nicotine found in e-cigarettes can AFFECT BRAIN DEVELOPMENT in teens, impacting their learning, concentration and mood, causing ANXIETY AND DEPRESSION.</p> 	<p>They contain HARMFUL CHEMICALS that can cause serious LUNG DAMAGE AND CANCER.</p>
 <p>Companies are TARGETING YOUNG PEOPLE to get them hooked – DON'T BE A PUPPET!</p>	

#SayNoToVaping



SAY NO TO POLLUTION

Vapes create **PLASTIC WASTE** from devices and cartridges. **TOXIC WASTE** from their hazardous chemicals and **ELECTRONIC WASTE** from their batteries.



SAY NO TO SMOKING

Research shows kids who vape are much **MORE LIKELY TO START SMOKING CIGARETTES**. It can also lead to **OTHER DRUG USE**.

#SayNoToVaping



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#SayNoToVaping



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Physical activity and mental health

Regular physical activity is great for children and young people's healthy development and helps prevent and relieve mental health issues

How does exercise affect mental health and wellbeing?

Physical activity promotes many aspects of child and adolescent development, including social and emotional skills, as well as physical development of motor skills.

It also supports mental wellbeing. We know that high levels of inactivity can lead to a greater risk of both physical and mental health problems.

Physical activity:

- can increase levels of serotonin and endorphins, the neurotransmitters involved in regulating and improving mood
- promotes sleep – which also helps regulate moods, increase energy levels and improve memory and learning
- increases the connections between the brain neurons, which improves memory and learning capacity

- pumps blood to the brain to boost mood, concentration and alertness
- promotes relaxation by reducing skeletal muscle tension
- provides children and young people with an outlet for excess energy and frustration, which relieves tension
- provides an opportunity for children and young people to socialise and meet new people, reducing loneliness and isolation
- improves motor and cognitive skills, which boosts self-esteem
- distracts children and young people from negative thoughts.

These benefits also serve to improve classroom behaviour and promote a more positive learning environment.



With delivery partners



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Nutrition and mental health

Nutrition affects mental health and wellbeing. When good-quality food is eaten, children and young people's behaviour and academic performance improves.

How are nutrition and mental health linked?

Healthy eating helps children and young people cope more effectively with stress, better manage their emotions and get a good sleep – all of which are essential for assist learning.

Most research about nutrition and mental health has focused on adults. We know that good nutrition is associated with better mental health outcomes, whereas a poor diet is associated with a greater risk of depression and anxiety. However, emerging research that focuses on children and young people has also found a relationship between unhealthy diet and poorer mental health outcomes.

Poor nutrition has been associated with:

- externalising behaviour (such as hyperactivity, aggression, disobedience)
- symptoms of attention deficit hyperactivity disorder
- poor concentration and tiredness, which interfere with learning
- immune system function, which is also linked to mental health

- delayed brain development – high-fat, high-sugar diets can affect proteins in the body that are important for brain development
- iron deficiency, which has been linked to cognitive function impairments associated with learning and memory
- nutrient deficiencies, which have been associated with mental health conditions including depression and anxiety (we know that fruits and vegetables, grains, fish, lean red meats and olive oils are rich in important nutrients such as folate, magnesium, vitamins and zinc which all impact on body and brain functions, including mood regulation).

Dietary habits aren't always a choice

'Food insecurity' – where people don't have enough food because of, for example, unemployment and poverty – is also a problem for many families in Australia. Food insecurity can result in:

- psychological stress – high levels of ongoing stress have been related to depression and delayed brain development
- poorer academic performance
- time off from school

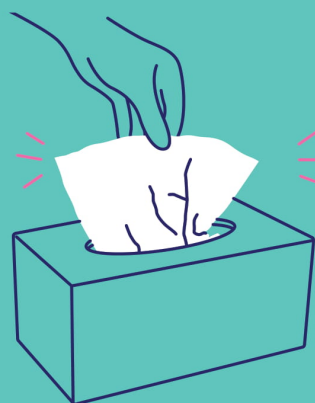
**Coronavirus
(COVID-19)**

SIMPLE STEPS TO HELP STOP THE SPREAD.

**Cough or sneeze
into your arm**



Use a tissue



Bin the tissue



Wash your hands



**HELP
STOP
THE
SPREAD**
AND STAY HEALTHY

**TOGETHER WE CAN HELP STOP
THE SPREAD AND STAY HEALTHY.**

For more information about **Coronavirus
(COVID-19)** visit **health.gov.au**



Australian Government

**Coronavirus
(COVID-19)**

KEEPING YOUR DISTANCE.

Help stop the spread of coronavirus by keeping your distance.
Remember, don't shake hands or exchange physical greetings.
Wherever possible stay 1.5 metres apart and practise good
hand hygiene, especially after being in public places.

TOGETHER WE CAN HELP STOP THE SPREAD AND STAY HEALTHY.

Advice regarding **Coronavirus (COVID-19)**
will change regularly. Keep up to date.
Visit **health.gov.au**

**Australian Government**



Practice simple hygiene by washing hands regularly



1 Wet hands



2 Apply soap



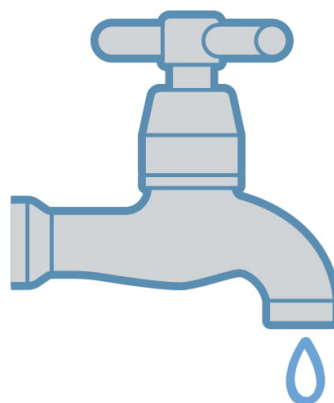
3 Lather & scrub



4 Rinse hands



5 Turn off tap



6 Dry hands



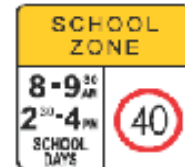
Spend 20 seconds washing your hands.

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Traffic and Parking around your School

Parking rules are designed to stop vehicles from parking where it would be dangerous or inconvenient for others. Please consider the residents when parking in streets surrounding your school.

- ✓ A **School Zone** is the area around a school with a speed limit of 40 km/h. Between the School Zone and End School Zone signs you must obey the school zone speed limit. The school zone speed limit only applies on gazetted school days and during the times shown on the sign.



- ✓ **School Bus lights** – buses use signs and orange flashing 'wigwag' lights to warn motorists and pedestrians that they are picking up or setting down school children. The lights begin to flash when the bus stops and the doors are opened. They keep flashing for about 30 seconds after the doors close and continue even after the bus moves off. You must not drive past the bus in the same direction at more than 40 km/h while the 'wigwag' lights are flashing as there may be children crossing or about to cross the road.



- ✓ A **No Parking Zone** means that you must not stop for more than two minutes. You must remain in or within three metres of the vehicle. No Parking Zones are suitable for dropping off and picking up.



THESE SIGNS MEAN YOU MAY STOP HERE TO DROP OFF / PICK UP

BUT YOU MUST

- stop for up to 2 minutes only
- stay within 3 metres of vehicle

**Kids look to you to keep them safe - please park legally in school zones
HEAVY FINES and DEMERIT POINTS APPLY**

- ✓ A **Bus Zone** means that the area is restricted for bus use only. If hours of operation are shown, the restriction only applies to this time. You may use this area outside of these times.



- ✓ A **No Stopping Zone** means no stopping at any time.

