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Matthew playing Frisbee at Sport
Editor’s Note

Due to the busy-ness of Year 10 exhibitions, this “Lite” version of TGIF does not feature advisory reports for all advisories.
Congratulations to all our Gateway Exhibitionists! All of our year 10 students have worked hard on presenting their work from over the year. Given it has been our first year; many of these exhibitions have exceeded expectations. Some students were extremely well prepared and gave an exceptional account of their learning journey through the design for 2014. One student had no less than 7 small video clips which she had edited and prepared for the exhibition. Many students presented for well over an hour. It is amazing considering most people last year struggled to do a 3 minute speech for English! This exhibition is the most rewarding part of the work that we do. To watch our students present, reflect and plan for their future directions in front of an audience keeps us on track for what we are pursuing.

So, what is it we are pursuing? The creation of wonderful citizens for our world. Citizens who can articulate their needs, who can draw on their strengths, who know that they are born with purpose. To know that it is sometimes through failure that we learn success! (Did you know Dyson had 5,000 prototypes before they created their vacuum cleaner?)

So, in that wonderful culmination of the Gateway exhibition, we have seen the trials and tribulations, the successes the failures, the working and learning journey of so many of our students.

Where to from here for Year 10?

Most students are staying on and beginning the next part of their learning with the HSC. We are offering 4 distinct pathways. A traditional HSC with an ATAR for university entry through our compacted delivery structure starts in Week 6. The other HSC delivery courses will begin with a new learning plan in 2015. Our new students to year 11 will begin on Campus next week. We welcome them warmly and wish them all the best for their journey with us.

TRACEY BREESE
“Projects should originate in mystery as complex problems in real world contexts and settings related to the students interests and curiosities. Pre-packaged projects will not do.”
Elliot Washor

“One of the major advantages of project work is that it makes school more like real life”
Sylvia Chard

Question from parents to students for this week: “In what ways have you made your projects this year real?”

One of the many advantages of joining the Cooks Hill Campus Big Picture Education community is that students are given the opportunity to undertake and focus on personal interest projects. These projects encourage students to engage in a learning style which utilises real world principles. For example, instead of learning skills or content purely because a syllabus states that a student of this age must do so, our students begin with a question or challenge which has piqued their curiosity and then they learn the skills and content necessary for them to answer their question. This is a powerful motivator, and is much more closely aligned with life outside of school.

Our students conduct research from a variety of sources and disciplines, and manage resources (such as human, budgetary, and time) over an extended period (in some instances over 20 weeks) to design a solution which in many cases has a real world application. Students are also encouraged to approach projects with an entrepreneurial lens where appropriate.

The Cooks Academy website is one way students are ensuring that their projects have a real world application. All students have their own website, which they build, manage and maintain.

Three examples of the many real projects completed this year are:

**Maddy’s nutrition website** – Madeline Moss has created a comprehensive website which accurately assists you to maintain a healthy lifestyle and provides scientific research-based information on the importance of good nutrition.

**Scott Triston** – Scott has researched the design and construction methods for making a skateboard. He has then applied the findings of this research to source materials, and build a deck pressing machine and make a skateboard deck. He is now aiming to make a variety of decks, using the press, out of different materials and analyse the advantages and disadvantages of utilising different materials and compare mechanical properties with cost.

**Maddy Duffy** – Has utilised her love of art and drawing to create a clothing company entitled “Dirty Band-wagon”. This has seen Maddy work through the sketching of artwork, converting final formal drawings to digital files, conducting a cost analysis on wholesale clothing suppliers and printers. On completion of her research and development she marketed, had manufactured, and sold orders for approximately 80 hoodies and T-Shirts which were sold on campus and at local retailers.

These are just three examples of the many real learning opportunities our students are engaging in. Please ask your student for their real story and assist them to incorporate more reality into their future learning plans.

As always, please don’t hesitate to contact me if you have any questions regarding your family’s experience at Cooks Hill Campus.

Darren Ponman    Deputy Campus Leader    Cooks Hill Campus

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DATES FOR YOUR DIARY:

TERM 4 WEEK 5

Monday to Friday: Orientation week for Year 11 students.

TERM 4 WEEK 6

Year 11: Begin Compacted Curriculum

INSPIRATIONAL QUOTE

“You know, sometimes all you need is twenty seconds of insane courage. Just literally twenty seconds of just embarrassing bravery. And I promise you, something great will come of it.”

Benjamin Mee, We Bought a Zoo: The Amazing True Story of a Young Family, a Broken Down Zoo, and the 200 Wild Animals That Change Their Lives Forever
LTI REPORT

We have had a busy start to Term 4 with students out and about in the community connecting with the world of work. We have had discussions in advisory about the beneficial skills that they are acquiring on their placements. It was quite clear that all students thought their LTI placements were giving them extra skills in many different areas. Technical skills included changing motor oils, answering phones, customer service, using hand tools, toddler swim classes, landscaping skills, office skills, IT network skills, servicing large machinery, food preparation, learning gross motor skills in children, pathology process, radiology process...so many more!

Interestingly, the most common personal skill developed was confidence within themselves. I was quite impressed with the ability of our students to self-reflect and articulate what they have learnt during their LTI placements.

A reminder about the LTI process:
Especially to Year 9 students and parents that the expectation is to be at school on a Tuesday for extra support with the LTI placement process. It is not a day off for those students who have not yet organised a placement.

If students need support in making contact with their organisations of interest they are welcome to come and see me and I am happy to help write a script or make contact on their behalf to set up a shadow day. The student sits with me and makes notes while listening to the conversation to hear how the Internship process is explained.

I appreciate that the process of contacting adults in their workplace can be quite daunting for some students; however, learning how to communicate over the phone is a fantastic skill to have. Often the first call is the hardest... and students may not get it right but feedback from other students have said it gets easier as they get more confidence with what to say. I congratulate students who have a go at learning this new skill. It will certainly put them in front of many other young people who may not have the opportunity to develop work-related skills until they are much older.

Paperwork.....! Please ensure that all paperwork is signed by student, host mentor, parent and Tracey and returned to me. If students are on placement without the paperwork they do so at their own risk, as they are not covered by the DEC insurance.

Students are all aware of how to print the paperwork from the Moodle, called Student Placement Record Form. Advisors and myself are continually reminding students about completing their paperwork, so we ask for parents to support us with this important requirement and have a talk with your child about handing in the paperwork. Much appreciated!

Volunteering session
On Tuesday a group of students and myself went to the Hunter Volunteer Centre and attended a Volunteering Seminar. We learnt all about the organisation and the many volunteering opportunities available throughout the Hunter in a huge range of interest areas. Some of the volunteering opportunities included being a companion to an elderly person in a nursing home, animal care and RSPCA fundraising, kitchen hand, landscaping, activities assistant, IT support and database programming, bush regeneration, native animal habitat care...

Their website is updated regularly so for any student without a placement or for students looking forward to next years placements...Check it out and do a role search in your area.

Well done to Matthew, Cassidy, Eboni and Madison. Sessions run every Tuesday for any student who wishes to attend a volunteering session and gain yourself a certificate.

:) Amanda Hine
CAMPUS CAPERS - SPORT
ADVISORY #1

What makes our Advisory great?

This is what we had to say

Sense of Humour
The way we get along
We have Sasha as our advisor
We get to play UNO
The way we learn from each other
Our check-ins are always the most fun
When Sasha doesn’t let us go home until exactly 3:30
We help each other with work
We have fun

“The best part being with a group is that you don’t have to do anything alone, you’re with your friends”

Justin Timberlake
SHOUT OUTS!

Shout Out to Mackenzie, Holly & Tom for helping clean, organize and move the Uniform shop.
Shout Out to Year 10 students for some impressive Gateway Exhibitions.
Shout Out to Tracey, Darren and all the Advisors for putting together the Year 11 Compacted Curriculum over the past few months.