



# Moss Vale High School

Respectful, Safe and Responsible Learners

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May 2020

# NEWSLETTER



*this too shall pass*



## Principal's Report

I would like to extend a very warm welcome back to school for Term 2. As we all know, it has been a very unusual and challenging time since Week 9 of last term when students were advised by the NSW Premier to stay home unless parents were essential workers due to growing health concerns related to the spread of COVID-19. From that moment forward we had to implement online & remote learning for over 760 students. With very little preparation time our staff managed to organise a common unit of work for each subject across Years 7-10. Where students did not have a device or access to the internet, our School Administrative Support Staff organised the printing and mail out of units of work to these students. Teachers of senior students became very adept at teaching Years 11 and 12 via 'Zoom' meetings, and our teachers worked tirelessly to ensure that our HSC students were not disadvantaged in any way. I want to assure Year 12 that you will be looked after and that NESA, and your teachers, are well aware of how you have been impacted by this upheaval to your education.

Throughout this time we have also had reduced staff on site to minimise the risk of potential infection. Each day throughout the final weeks of Term 1 and early weeks of Term 2, we have had our small group of regular students turning up each day to do their online learning at school. The staff on site made sure that our 'essential' students, as this group came to be known, were well looked after and had a break from screen time each day. We were always concerned about the mental, social and physical wellbeing of all our students during this unusual and anxious time. I have been so moved by the way in which our staff reached out to students over Edmodo, particularly our Year Advisers, to check on how they were coping with isolation and online learning. Each year group had its own student wellbeing page on Edmodo where students received daily updates and greetings from their Year Adviser and wellbeing tips from our school counsellor, Ms Melanie Brindley.

Now that we are in Week 4, we have Years 11 and 12 back in regular timetabled lessons full time and Years 7 to 10 will also have their regular timetabled lesson on their single scheduled day. We are all hoping that the premier gives us confirmation this week that all students can return as of May 25. I know that online & remote learning has not only been difficult for our students but has significantly impacted on parents and carers. I would like to thank all of our families for their patience, efforts and support throughout this challenging time. I also want to thank our wonderful students for doing their best at on line learning and for staying in touch over Edmodo. I have thoroughly enjoyed seeing an increasing number of students back at school as we begin to return to our 'new normal'.

I often feel that the teaching profession in general is somewhat undervalued and under-appreciated in the wider society. During the peak of our social distancing restrictions it became very evident how much our society depends on the education system and the unwavering commitment of our teachers to making a difference in the lives of young people. As principal, I am incredibly proud of our teachers and how they were able to organise and adapt to a whole new way of delivering the curriculum in a meaningful way. I know that while teachers may have had reduced hours on school site, they were working longer hours and more intensely than ever.

Amidst all the changes, isolation, restrictions, inconveniences and frustrations, it is so important to keep things in perspective and to be grateful. Here in Australia we have been extremely fortunate to have been spared the catastrophic effects of this virus as seen in so many other countries around the world. I look forward to having all our students back, hopefully in Week 5, and moving forward in a positive way towards normality.

Take care of yourselves and each other.

*Patricia Holmes*  
*Principal*



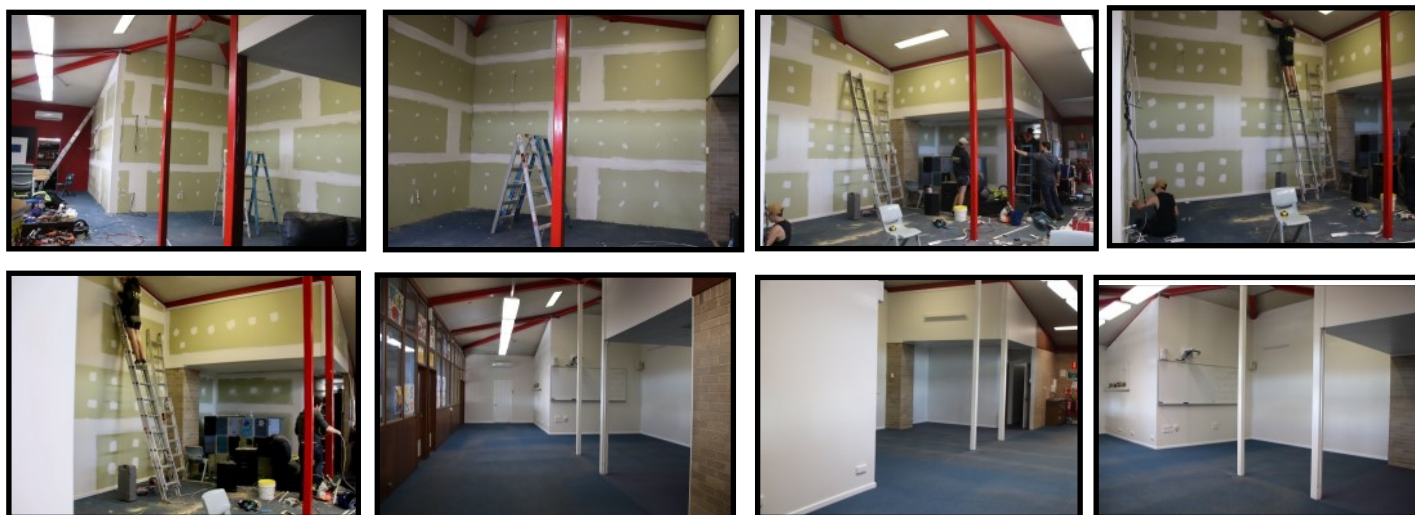
## Deputy Principals Report

Welcome back to a very different looking Term 2. We have all been thrown into a drastically changing way of schooling over the past two months, but as a school community we have worked together to support each other and jump over each hurdle as it appeared. Learning from home has been tough – our teachers have had to totally reinvent how to teach their classes, our students have had to navigate the world of online learning and the difficulties that arise when learning alone, and our families have had to manage learning from home. Reflecting on the changes and the difficulties we have all faced, we would like to thank our staff, students and the wider school community for the incredible efforts to make the best of the situation.

It has been lovely to see each year group return to school on their allocated day and we look forward to the time when we can have all our students back on site each day. Please remember to come to school in full school uniform, with a device and books for your timetabled lessons. Our uniform shop is open again, but we still do have a delay in jackets arriving. Until the jackets arrive, students are permitted to wear a plain navy jacket (no hoodies, no large labels).

One of the positives that has come from this time has been our use of technology in learning. As a BYOD (Bring Your Own Device) school we would encourage students to continue to bring their own devices (a laptop or a tablet with keyboard) to school each day so that we can continue to utilise online learning opportunities.

### ***Work carried out in C6 Music Room***



While we have had limited students and staff on site, we have completed several major maintenance tasks around the school. The rooves, guttering and downpipes on C Block, D Block, E2 and the Hall have been replaced. A major refurbishment of our music room C6 is now being completed, with a new wall and additional insulation between C6 and C5 being installed to help minimise the noise levels between the rooms. Internal walls have been removed so we now have a much larger classroom space. We are looking forward to the new furniture arriving this week ready as classes return.

Yours sincerely  
*Mrs Summers*  
*Deputy Principal*

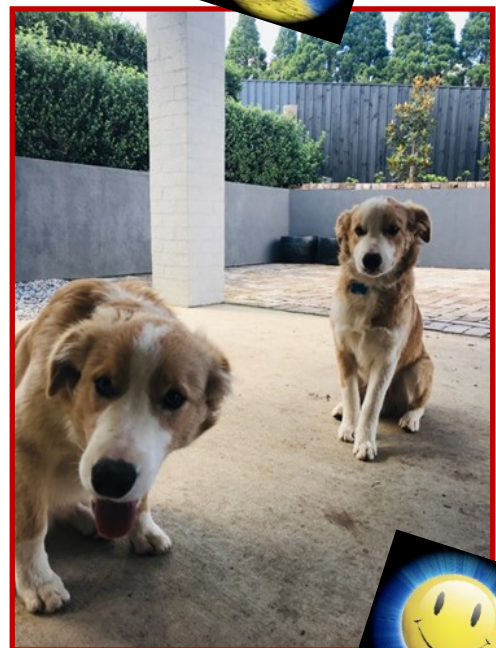


## Messages from our Year Advisers :

### Year 7

WOW! What an interesting start to High School for Year 7, and haven't you all handled it beautifully! I've been so impressed with everyone's positive and hardworking approach to online learning during these challenging times. It's been amazing to interact with everyone in the year group in a different way than what we are used to and I'm so proud of the respectful way that everyone has interacted with each other online. We also managed to have a bit of fun during our time away from face-to-face learning and when I asked for people to 'flood the feed' with photos of their pets, I was not disappointed! On that note, I will leave you with a selection of some of the pets that you posted on Edmodo. And once again, thank you for all of your hard work and your adaptation to remote learning. You all deserve a massive pat on the back!!

*Ms Sandland*  
Year 7 Adviser



### YEAR 9

Year 9 have made a very pleasing transition to remote learning and have handled the demands of navigating Edmodo for their "debut season". They have been subjected to their Year Adviser's love of cricket through her desire to see the year group "score" a century of like on her daily posts. Whilst Year 9's average may not yet rival Don Bradman's near perfect average of 99.94, it is still a highly commendable average considering all the challenges that the isolation from their "team mates, coaches and support staff" has thrown at them during the last several weeks. Ms Cripps can't wait to for everyone to back to our home ground on a regular basis and is extremely proud of how the whole year group has handled the various obstacles during the early part of the 2020 season.

*Ms Cripps*  
Year 9 Adviser





## Year 8 in Isolation

So I thought I would start this article by stating the obvious- things haven't been particularly normal lately... We have all been required to learn how to do new things and conduct ourselves in ways that we may not be excited about. As someone who has shunned social media and a whole lot of online communication platforms in the past, it has certainly been a steep learning curve for me! But we need to look at the positives and it has been an opportunity to learn new things and get to know more about each other. We have been able to share our interests, activities and reflect on the important things in life.

Year 8 have been good sports by putting up with my daily videos and rants about all sorts of things. Now they all know more about me and my dogs and interests than I ever expected. I also apologise for my singing... and guitar playing... and cooking... and poetry recitals... and everything. But I have also got to know all sorts of things about many of Year 8 as well.

I have enjoyed hearing about all the pets, activities, jokes and thoughts of Year 8. Apart from the time they spent on popular activities like playing with pets, riding bikes- and crashing them (see the drawing), playing board games and video games I have learnt some even more wonderful things. Year 8s are thoughtful, kind, intelligent and caring. My favourite comments from our period of remote learning are the two below and I think they sum up a lot about the character of Year 8:

"...I can't wait to see everyone back at school on Monday even if it's just our year group. I've actually been missing people (and) I'm not a people person. Quarantine changes you."

"...I've been entertaining myself by surrounding myself with my family members so we can have a good chat"



Phoebe Jordan's diagram of herself post bike crash.

"Red", Tess Stanley's wonderful dog.



Sometimes you just need to relax and play guitar.



Mr Miller  
Year 8 Adviser


**SAVE THE DATE : P & C AGM—Tuesday 16 June 2020  
5.30pm in staff Common Room**

## Year 10 Year Advisers Report

What an interesting journey it has been for everyone moving to online learning and teaching. We have been lucky enough to have most of Year 10 online from the beginning and engaging everyday on Edmodo.

As the student's wellbeing is of the most important at this time, students were provided a Year Adviser Wellbeing Matrix Challenge where they are required to tick off one activity from each of the components of health. Some of the activities included complete a fitness circuit, read a novel, write a journal, clean your room, participate in yoga session and FaceTime, call or video a friend.

### YEAR ADVISOR WELLBEING CHALLENGE

Physical Wellbeing	Emotional Wellbeing	Social Wellbeing	Mental Wellbeing	Spiritual Wellbeing
Design and complete a body weight circuit (at least 10 exercises) to participate in at home. <b>Bonus points if you include family members/ siblings to participate with you</b>	Have a device free day. Not allowed to discuss COVID 19 at all throughout the day ☹️	Facetime, call or video chat a friend and chat about anything but COVID 19	Complete a mindfulness guided meditation: Suggested apps: - Headspace - Smiling Mind	Participate in a yoga/ Pilates/ meditation online 
Complete 60mins of incidental activity (activities that are performed for less than 10mins that are undertaken as part of carrying out normal chores)	Participate in self-care activity. E.g. painting, colouring in, take a bath, have a sleep, yoga, mindfulness, meditation	Do something for a family member (cook a meal, clean the house, hang the washing, wash your pet)	Learn a new skill - Juggling - Cooking - Tik Tok - Knitting	Spend at least 60mins outside connecting with nature
Participate in a virtual workout for at least 30mins E.g. - Just Dance - Tik Tok - Wii Sports	Write yourself a journal 	Participate in a challenge and compare your results with a friend (e.g. PE physical activity challenge).	Complete a log book of your moods over the next week	Go on a nature walk or cultivate some succulents or create a family herb garden
Create your own game to play with your family members. Be creative with your objects e.g. wrap up some socks to make a ball	Watch your favourite show/movie" write down afterwards how it made you feel.	Play a board game with family members	Read a book/ listen to a podcast or listen to your favourite artist	Pray (if it's part of your religion)
Eat your 5 vegetables and 2 fruits daily. Limited the amount of processed foods being eaten at home 🍌🍌	Tidy your room	Write a thank you note	Complete a puzzle, sudokus, crosswords etc	Write a weekly list of affirmations (e.g. I am capable of achieving anything I set my mind to!)

Thought it would be best to end the term with a little video to wish everyone a happy Easter and safe holiday.



To make the online journey fun and exciting a Guess Who Competition and Kahoot Challenge were included in the Edmodo daily post for students to complete.

Term 1 challenge started off with a Guess Who competition. This involved a photo being uploaded onto the Year Group Edmodo page each day with faces blanked out. The students then had to guess who they believe was in the photograph. The photos went back to when they were all in Year 7 dressed up

Ms. Leet posted to Class of 2022  
Teacher - Moss Vale High School  
Mar 30 - 3:08 PM

Struggling to stay on top of everything? ☐  
It's important to start developing a routine each day (eating healthy foods, completing online learning tasks, getting outside, doing some physical activity, socialising with family and being mindful). Set yourself a SMART goal or goals for each day to keep you accountable and ensure you are getting things done! 🌱

Attached are MVHS daily planners that you can use to help create a routine and start smashing goals 🙌

**MVHS Daily Planner**

Today's Tasklist ☑️

Self Care Plan

Use your Year Adviser Challenge on Edmodo for ideas

- Physical -
- Social -
- Mental -
- Spiritual -
- Emotional -

**GRATITUDE** 🌱🌱  
TODAY I AM GRATEFUL FOR....

**NOTES:** 🖋️

**PBS BE YOUR BEST!**

**WHAT IS YOUR PLAN TODAY?**

**ROUTINE:**

BREAKFAST

LUNCH

DINNER

**TO DO**

**WATER** 🚰

GRATITUDE: 🌱🌱

**NOTES:** 🖋️

**SELF CARE PLAN:**

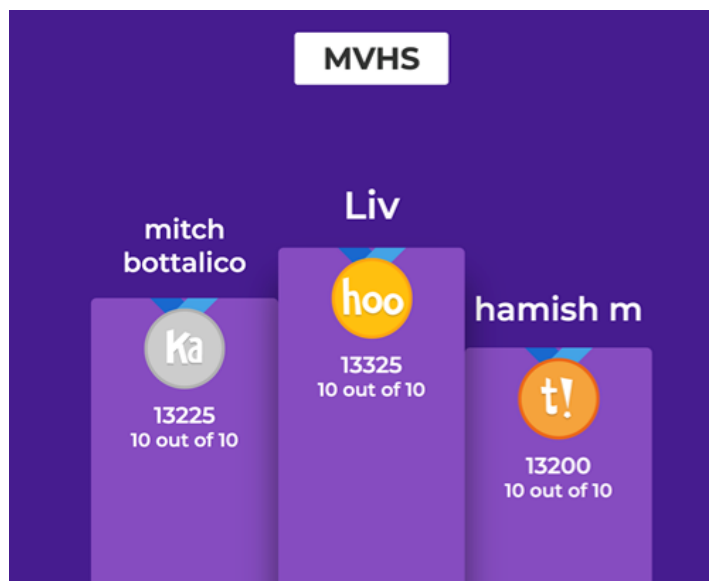
Use your Year Adviser Challenge on Edmodo for ideas

- Physical -
- Social -
- Mental -
- Spiritual -
- Emotional -

**PBS BE YOUR BEST!**



for Do It in a Dress Day, colour run and swimming carnival. This was a lot of fun and brought back a lot of memories for the year group. **Congratulations to Kai Blake for having the highest number of correct guesses for this challenge.**



We have started our Term 2 online journey with a daily Kahoot Challenge based on themes such as getting to know your Year Adviser, animals, movies, geography, maths, science and how well do you know MVHS? Students complete the challenge choosing to play individually or against their peers and then their points are tallied and totalled from the week. **Congratulations to Olivia Deleeuw who was the winner of this challenge.**

I am really looking forward to seeing everyone and getting back to our normal routines in the next few weeks.

Kind regards,  
Miss Leet  
Year 10 Adviser

## Year 11 and online learning.

I must congratulate all the students who have stepped up to the challenge of learning on-line. It has been an experience that we will not forget but hopefully we have all walked away with a range of different skills.

Over the last 2 months we have been communicating via Edmodo. During this time, I have enjoyed sharing a book I had discovered called "The Boy, the mole, the fox and the horse" by Charles Mackesy. It is about a boy's journey home and the friends he meets and the discoveries he makes about relationships with his friends, the world and importantly himself.

As a year group we have shared :

\*our favorite cakes, one of mine is the hummingbird cake and chocolate cake seemed to be the choice of many students.

\*tried to have funky socks on the last day of term

\* books and movies. Some of these included Avatar, Harry Potter, Hunger Games, Outer Banks and the strange case of Dr Jekyll and Mr. Hyde. I highly recommended the National Theatre live at home opportunities offered, especially Frankenstein, with Benedict Cumberbatch and Jonny Lee Miller, and Treasure Island.

I would like to thank Mrs. Brindley for sharing with us ways different Wellbeing tips. These have included focusing on the things we can do, finding those we are grateful for, being mindful and taking breaths and remembering to reach out if we need help.



YUMMY !!

"What's your best discovery? asked the mole



"That I'm enough as I am" said the boy

And thanks to Horse for the beautiful quote "“Asking for help isn't giving up,” said the horse. “It's refusing to give up.””

Mrs Sims  
Year 11 Adviser



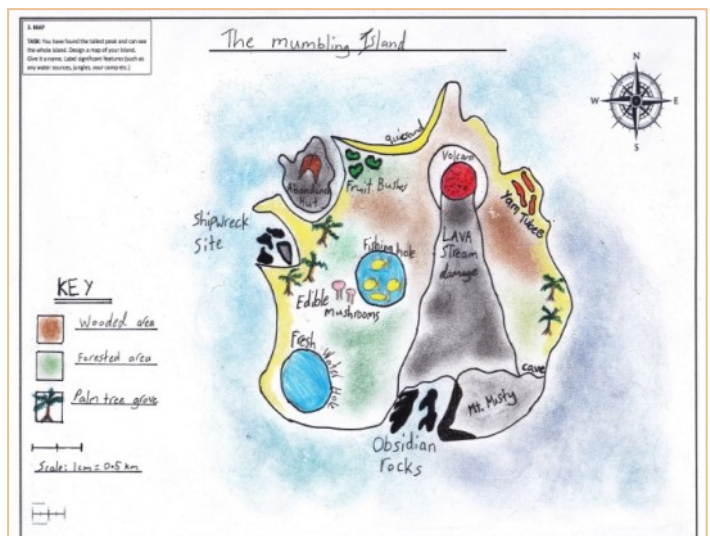


# From our ENGLISH Faculty

**Year Seven** have been working on a series of tasks designed to enhance their ability to plan, draft and publish imaginative and persuasive writing. They had to imagine that they had been shipwrecked on a deserted island and let their imagination take the adventure from there! Here are some of the maps they created to plan and describe the setting of their islands. On the next page is a letter written by Eden Yearsley. She wrote this letter from the point of view of someone stranded on the island in the distant past.



**Hunter Beard**



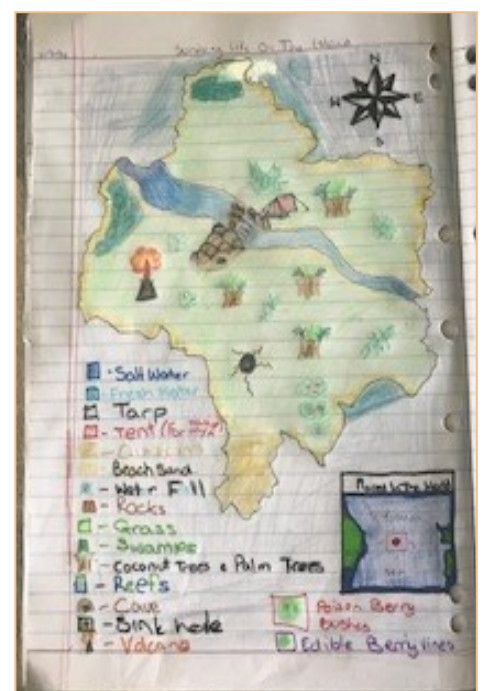
**Will Campbell**



**Emily Harlor**



**Luca Watanabe**



**Tegan Hore**

Dear Reader,

This is a diary to explain why I am here.

I stole my dad's fishing boat about a month and a half ago, then ran away from home. I took the boat and rowed for a couple days until I crossed paths with this amazing island. I was so tired from the row here I fell asleep on the beach. I must have slept for a while because when I woke up it was morning. I was wet, cold and scared. I did not know what to do. Then I remembered that I had my brother's skills from what they taught me when they came back from survival camps (even though I was not supposed to know). So, I made a fire using my strength to snap off branches from trees. I found a couple small logs that I used after I got the fire going, I rubbed two sticks together for about an hour, but it felt like two. When the fire was blazing, I felt safe and I knew that most wild animals fear fire even though it was daytime.

After a while I got so hungry I thought about eating sand and leaves, I thought about what I could have and an idea came to my mind to get a log stick that I could carry easily but not too light. I used a sharp rock to carve a point on the stick I had chosen and decided to catch some fish so I got into my boat that I rowed until I was about five metres away from shore where I knew that there would be fish if I waited. So I sat for a long time thinking, then I saw a dull coloured fish swim past so I got to my feet and watched it carefully until it was close enough to catch I plunged my spear into the water and stabbed the fish. I caught two more and headed back to the fire to cook them. It was not as enjoyable as I was used to, but it did make me feel very full! The next day I caught a bird. You are probably wondering how but I have a good aim, so I got a big bird after a couple tries, but I much more preferred fish, hands down!

Two days past and I got a headache and felt hot, so I knew I had to find fresh water somewhere I walked for a good hour and found a natural freshwater spring. I filled my bucket up with the glorious water and took a long drink! Then I walked back to my little camp.

Now it has been almost two months and I don't think I could live here any longer, it is not like I'm a baby or anything, it is because I cannot live on just fish I need a bed I need a family to love me. And I am also fearful that I might not make it back in my little rowboat. But I must do it.

So, before I go, I am going to promise to send someone to come and retrieve this letter after I get home. So, if you found this letter then you know I did not make it back. I need to go soon because I think a storm might hit tomorrow so best I go as soon as I can wish me luck and I want to let you know that I will be praying the whole time I row back home.

Yours sincerely

*Brittany Cronanaroo*



## Year 8 English

Year Eight have been on a mythological odyssey, learning about myths and legends from different cultures and applying this learning to create creatures and myths of their own. The English teachers would all like to thank Year 8 for giving us some great and creative modern myths to read!

Here is some of the great work they have done creating a new mythological creature. These samples are from Chloe Coyle and Amber Muffet.

### Name: Jibberwapper

**Physical features:** He has a winding blue seahorse tail with a gold line through the middle. The fins on the end of the tail are a deep blue with gold streaks. At the end of his tail he has gold and a little bit of blue. This is the part of a horse's tail. The top half of him is a horse's body. It is a dark, strong blue. He has a gold eye. His hooves are pointed with a gold line around the top. His mane is a metallic sort of blue. His muscles pop out so he looks quite bulgy.

**Habitat:** He lives under water occasionally popping his head out. He likes to be down the bottom near the reefs. He lives in a cave covered by colourful coral. The are bright purples, blues and a little bit of pink. The seaweed surrounds his caves opening so no one comes in. only he knows where is really is.

**Diet:** He mostly eats seaweed. Sometimes if he is feeling a bit crazy, he will have a small fish or two. Sometimes if he wants desert he will munch on a bit of coral. I guess you could say his house is made of food.

**Special powers:** He can fix anything that is broken like a bone or as plate. He can fix absolutely anything. He can also make a lot of stuff. If you ask him to make you a sword, he will do that. If you ask him to make you a cake, he will do that. He can make everything except for plastic. For some reason he just can't do that.

**Warning:** He can get mad very fast. If he does not agree with what you are saying he will go into a very big rage. He will likely scratch you with his long, pointy hooves. But as soon as he realises he did something wrong he is very sorry and he tries to help.



### Key myth

The Jibberwapper wasn't always like this. He used to be a normal seahorse. One day he had a bad encounter with a horse. The horse wanted to eat him. The seahorse ended up getting eaten but not long after he started to grow. That's how the Jibberwapper was made. Not long after this happened the Jibberwapper got into a bad fight. That's how he got his pointy hooves and gold streaks. After about a month of this the Jibberwapper got into another really bad fight. This is where he found out his powers and weaknesses. So from that day on the Jibberwapper was known by everyone. All the fish came for help. All the humans came for him to fix stuff. That's how the Jibberwapper was made.

By Chloe Coyle

## The Paraoctus

They Paraoctus is related to the octopus but evolved around the 16th century into its own specie. It was a harmless creature that sailors would often feed plankton and other sea plants that got caught in their nets. One day however a sailor feed fed the Paraoctus a fish. The Paraoctus loved it so much it started hunter for fish and other sea creatures.



The Paraoctus has 10 tentacles with suction cups on the end to help move around. They have massive eyes but are pretty blind and a massive head. They are a green-ish colour to help blend into their surroundings. They have a small mouth underneath their tentacles but has around 30 teeth in it. However the Paraoctus is actually quite small.

There was once 100s of Paraoctus around swimming in the Pacific now you very lucky to find one. In the early 17<sup>th</sup> century Paraoctus took an interest to meat. They would eat fish, dolphin. Sharks, whales and turtles if they got a chance. Humans started to realise this when sailors would bring up their nets to find barley any fish in them. So they started poisoning the fish they would catch and realising them into the ocean. Shore enough they killed around 200 Paraoctus. The Paraoctus realised this after a while though and started going after humans, snatching them from their boats and taking them while swimming. They ended up killing around 300 humans most of the sailors in the first couple of days. So the humans decided to take action by killing them off. They would wear fully covered jumpsuits and bring spears. They would use bait to lower them to the surface and spear them. Shore enough it worked and now only a couple of Paraoctus remain spotted by sailors.

The Paraoctus lives in underwater caves with around 15 others in the Pacific Ocean. You will rarely ever see one by itself because they will always travel in packs of at least 10.

They have poison it the end of their tentacles in their suction cups that paralyses whatever they touch, making it very easy to catch pray.

They used to only eat plankton and other sea plants but once they tasted meat they never went back. They now eat anything from a fish to a whale even sometimes humans.

If you ever see one do not go near it because they will paralyses you if they feel threatened.

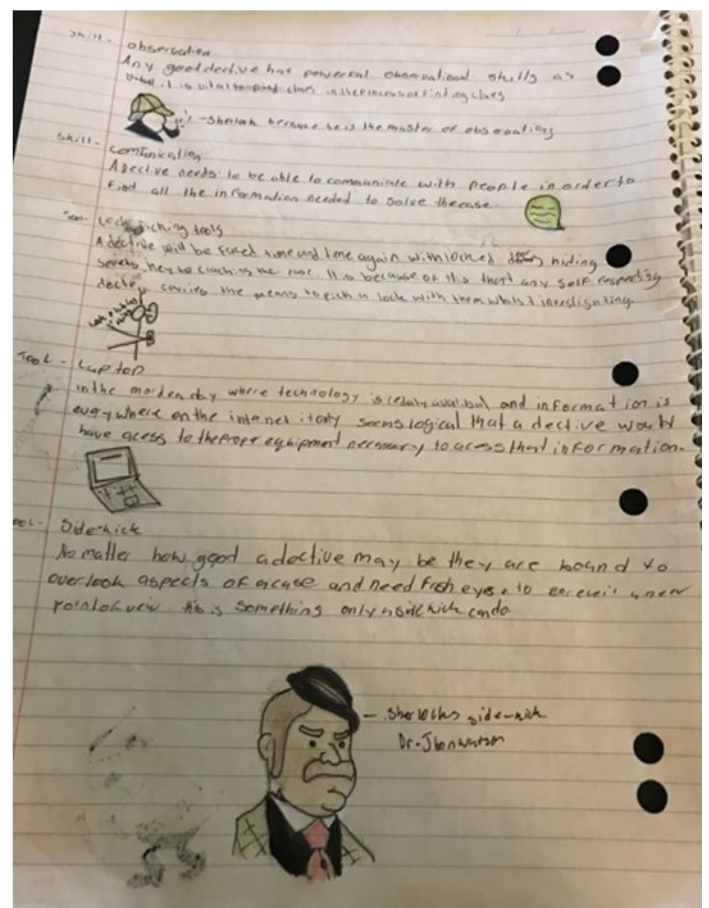
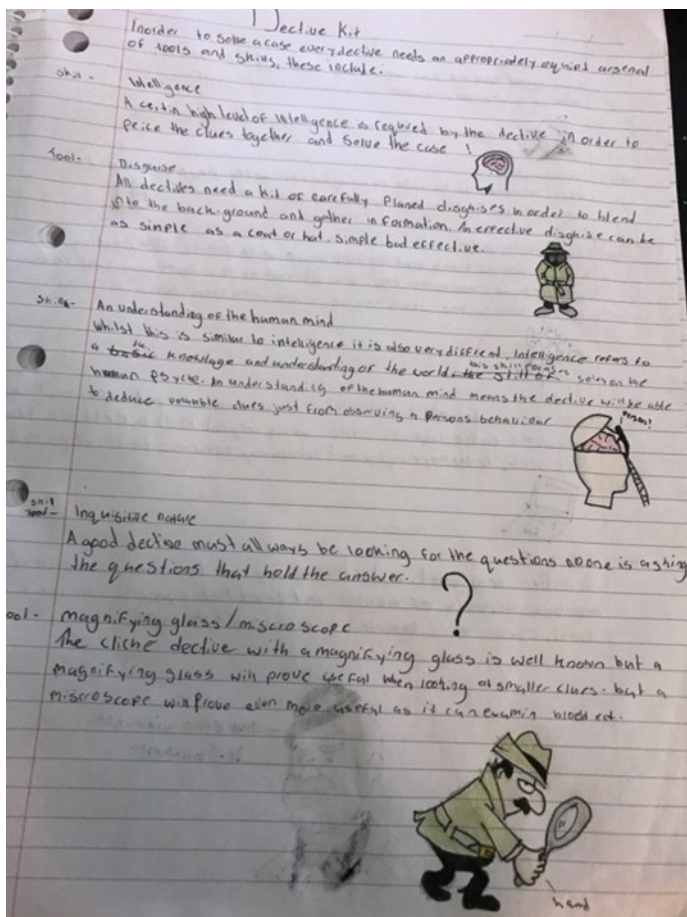
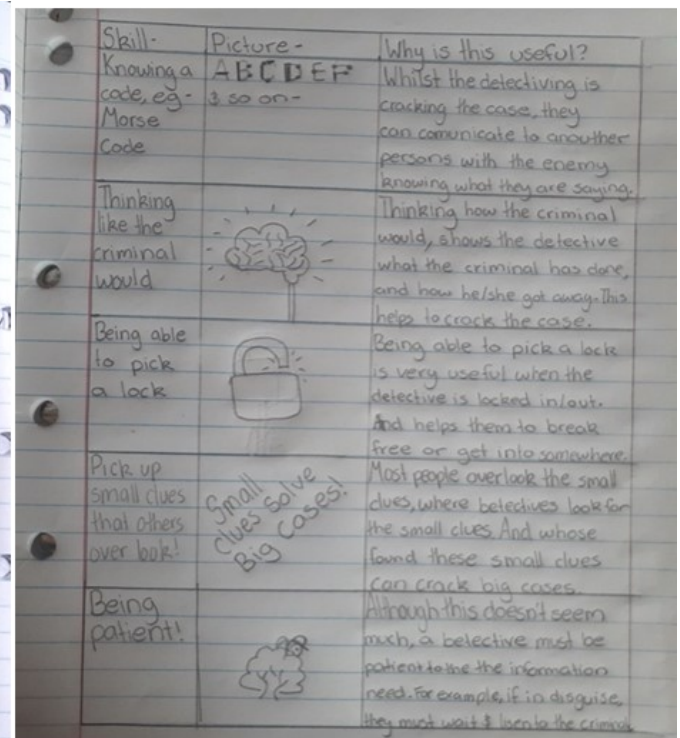
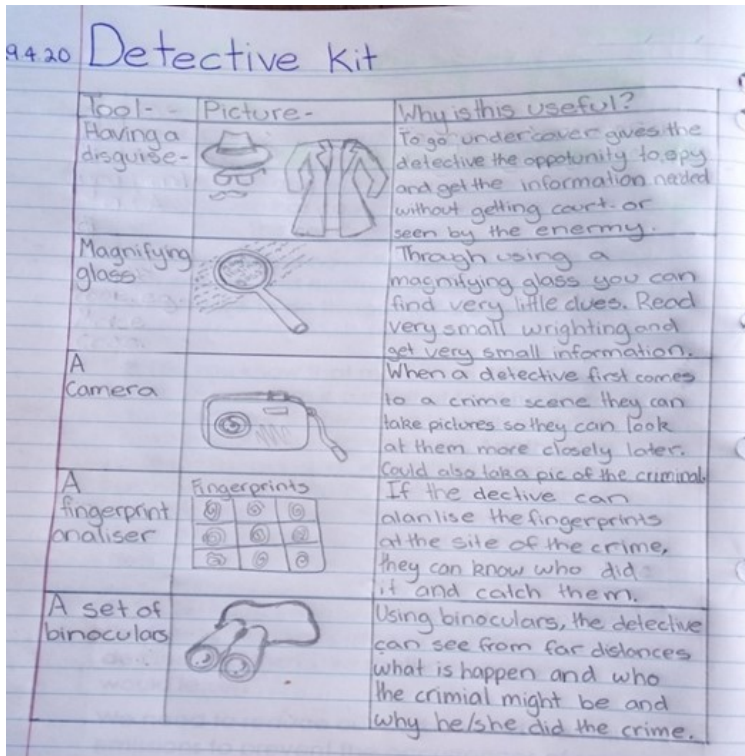
By Amber Muffet



## Year Nine English

For our online learning, Year Nine have been learning about the genre of crime fiction. They have read and analysed the structure of short stories in this genre, as well as learning about famous authors and conventions of the genre.

One task they did was to design a 'Detective Kit' using their growing knowledge of the genre to select 5 essential skills and 5 essential tools a fictional detective would need. Here their work.





## Year Ten English

In English, Year Ten have been participating in a wide reading unit. They have chosen a novel, and have been completing a series of tasks to enhance their understanding of characterisation, setting and the novel form. Importantly, these tasks have focused on building critical and creative thinking skills. These skills are so important for learning and they form the core of HSC English, so our students are doing some very worthwhile preparation!

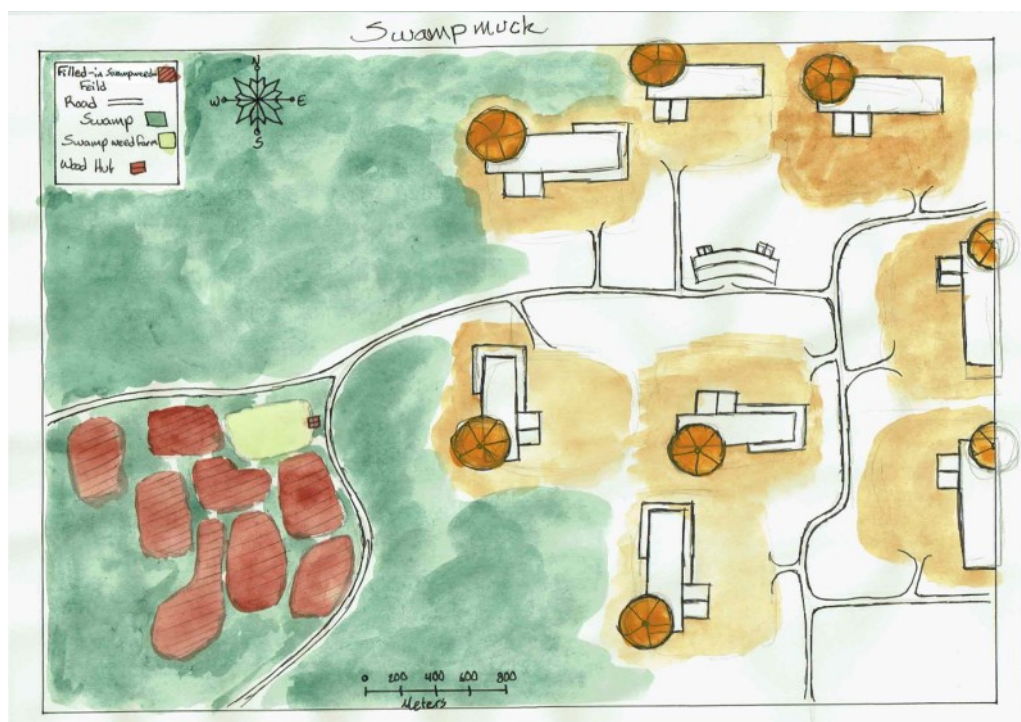
Here are some samples of the work they have been doing. Well done Year Ten!

### Film Title: The boy who followed his father into Auschwitz

			
<p><b>Lighting/colour:</b> Black and white, this movie is going to be about keeping hope, so the last ever scene in my story board will be coloured. The black and white links it to "a dark time" which is was.</p> <p><b>Action:</b> My book starts off with the mother (tini) sitting at her sewing machine whilst her son and her husband go out into town.</p> <p><b>Diegetic Sound:</b> Her foot pressing down on the sewing machine pedal and the machine moving</p> <p><b>Non-Diegetic Sound:</b> The only sound will be the sewing machine</p> <p><b>Camera shot:</b> Medium shot</p> <p><b>Camera angle:</b> Eye level angle</p>	<p><b>Lighting/colour:</b> Black and white, this movie is going to be about keeping hope, so the last ever scene in my story board will be coloured. The black and white links it to "a dark time" which is was.</p> <p><b>Action:</b> The town village they live in</p> <p><b>Diegetic Sound:</b> Gravel moving underweight, neighbours talking, trucks in the distance</p> <p><b>Non-Diegetic Sound:</b> none</p> <p><b>Camera shot:</b> Long shot</p> <p><b>Camera angle:</b> Eye level angle</p>	<p><b>Lighting/colour:</b> Black and white, this movie is going to be about keeping hope, so the last ever scene in my story board will be coloured. The black and white links it to "a dark time" which is was.</p> <p><b>Action:</b> Another shot of the main town, you can see Nazi flags hanging in the street</p> <p><b>Diegetic Sound:</b> People talking, cars, men yelling, a church bell ringing, bicycles going past</p> <p><b>Non-Diegetic Sound:</b> none</p> <p><b>Camera shot:</b> Extreme long shot</p> <p><b>Camera angle:</b> Eye level angle</p>	<p><b>Lighting/colour:</b> Black and white, this movie is going to be about keeping hope, so the last ever scene in my story board will be coloured. The black and white links it to "a dark time" which is was.</p> <p><b>Action:</b> Paper (propaganda) falling from the sky</p> <p><b>Diegetic Sound:</b> Paper rustling, gasps, people talking</p> <p><b>Non-Diegetic Sound:</b> Soft music</p> <p><b>Camera shot:</b> Long shot</p> <p><b>Camera angle:</b> Low angle</p>

*Above : Storyboard by Lauren Jones*

*Below : Map of a novel's setting by Ellen Davis*





## **“Why Mummy Drinks” (by Gill Sims)**

### **A Soundtrack to the novel, by Cooper Neale**

🎵 **Reasons I Drink**  
Alanis Morissette • Reasons I Drink

3:36

Alanis Morissette’s “Reasons I Drink” is an obvious choice for the soundtrack for Gill Sims’ bestselling book, “Why Mummy Drinks”. Morissette’s song and Sims’ novel share similar themes of alcoholism and therefore would make an appropriate theme song for the novel’s imaginary film adaptation. This song would likely either be the opening of the film, or the song that plays during the end credits, because of the songs piano chords played on the quarter beats that create an steady, neutral-toned, introduction or conclusion of the film. For these reasons, “Reasons I Drink” would therefore be an appropriate choice for a film adaptation of “Why Mummy Drinks”.

🎵 **Mission: Impossible Theme**  
Michael Giacchino • Mission: Impossible III (Music From The Original Motion Picture Soundtrack)

0:51

In “Why Mummy Drinks”, there are several occasions where Ellen attempts to avoid conversing with the condescending “Coven of Bloody Perfect Mummies”, and the ‘leader’ of the trio, “Perfect Lucy Atkinson’s Perfect Mummy”. Using the iconic theme song from the film “Mission: Impossible”, composed by Michael Giacchino, would be a comedic addition to the soundtrack. While it played, Ellen would be seen darting between trees and grocery store aisles, desperately trying to avoid the Coven. The song would also highlight Ellen’s perspective of the situation, raising the stakes of a scenario that to outside eyes would seem uninteresting.

🎵 **Girls Just Want To Have Fun**  
Greg Laswell • Girls Just Want To Have Fun

2:36

Greg Laswell’s cover of Cyndi Lauper’s “Girls Just Want to Have Fun” slows down the BPM of the song and creates a soulful, moving ballad. Despite the novel’s hilarious, sitcom-like style, it has serious, sad moments within it. Laswell’s cover would be ideal for these moments, creating an emotional tone while still maintaining the sassy traits of the characters in the book. It is also adapted from Lauper’s 1983 classic hit, which means it would resonate with mothers aged approximately from 30 to 49, the book’s target audience, who would feel nostalgic towards the original.

🎵 **Last Christmas**  
Wham! • LAST CHRISTMAS

4:22

A large portion of the story takes place in December and presents a comedic take on Christmas festivities. “Wham!”’s iconic song “Last Christmas” is a perfect song to represent the Christmas theme in the story. Ellen even refers to the song in the novel, stating that she does not want to “hear ‘Last Christmas’ again in one more shop or lift”. It is also relevant to Ellen’s nostalgic view of the Eighties. It is a memorable song for people living in cities, and would belong alongside snowy parks, and perhaps a comedic montage of her singing along in an elevator.

🎵 **I’m Coming Out**  
Diana Ross • Diana

5:25

Diana Ross’ “I’m Coming Out” is a great song to be associated with the character of Sam. This is because the song is heavily associated with LGBTQ+ communities, and a large portion of Sam’s character is his sexuality and his relationship with his ex-husband, Robin. It would be heard in the scene in which Ellen has invited Sam and her other friend, Hannah, to the bar in an attempt to get them to fall in love, which ends in Sam informing her that he is gay. The song would be played diegetically through the speakers in the bar and would foreshadow Sam’s announcement.

# **“The Unbeatable Squirrel Girl”**

## **The Official Soundtrack by Matt McMahon**

### **1. Song Title and Artist:**

End of an Empire, Celldweller

### **Why did you include this song?**

I chose to use this song for the battle scene between the Squirrel Scouts, Squirrel Girl, the squirrels, Micromanager, and his robots. The dramatic, sci fi music is reminiscent of an Avengers battle sequence, while the song's story plays out like the scene, with the good guys winning at first, then the bad guys get the upper hand, but the good guys take control of the battle, winning in the end.

### **2. Song Title and Artist:**

Demons (instrumental), Imagine Dragons

### **Why did you include this song?**

I chose to use this song for the opening credits, as well as the first scene, where Doreen is moving to New Jersey. Since Shady Oaks, the suburb Doreen moves to, is slightly ominous and daunting for Doreen, I chose to use a song that reflects those emotions. The instrumental version is used as the lyrics do not portray the effect I am trying to give to the audience.

### **3. Song Title and Artist:**

Who Let the Dogs Out?, Baha Men

### **Why did you include this song?**

I chose to use this song for the scene in which Doreen and the squirrels track down all the wild dogs that have tick shaped bombs attached to them. Doreen had locked them in the backyard of an abandoned restaurant, and they were let out by the Micromanager, but Doreen does not know that.

### **4. Song Title and Artist:**

Heroes, Blaze N Vill

### **Why did you include this song?**

I chose to use this song for the scene in which Doreen and the squirrels are leaping across rooftops to chase after the carjacker, who unintentionally stole a baby as well. The lyrics are straight and to the point: “when evils on the way, we come to save the day,” creating the ‘unbeatable’ scenario that Doreen is put into throughout the movie, and the scene the song corresponds to is a turning point in the movie.

### **5. Song Title and Artist:**

House Work (feat. Mike Dunn & MNEK), Jax Jones, Mike Dunn, MNEK

### **Why did you include this song?**

I chose to use this song in the scene in which Ana Sophia goes on a recon mission to the Romanger's house and the Micromanager's warehouse. The lyrics, though repetitive, are a funny interpretation of Ana Sophia's actions; ‘House Work’. The deep bassline, combined with the high tempo, is Ana Sophia's favourite music.



# LITFLIX PLAYLIST

Imagine that you log into this "Litflix" account where a character from your reading has been watching movies/TV shows. Choose three films or shows that the character might have watched. Your choices should reflect an understanding of the development/growth of the character or a theme/question/idea presented in the story. Draw a film/show cover photo and write the title in the spaces on the left and explain your choices on the right.

LITFLIX

Browse ▾

Search



Character ▾

Continue watching for Tracie Lund (Coordinator of House • learning character(s) name(s) Centre)

## THE BLIND SIDE history vs Hollywood



All about a homeless and traumatized boy who became an All-American football player and first-round NFL draft pick with the help of a caring woman and her family. The development and growth of Tracie is shown through this movie by how it's about the gifts of nurturing love + a redefinition of family love, not to take life for granted and especially its more of

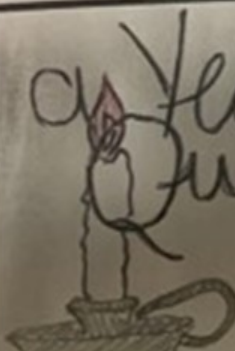
## PLAYING WITH FIRE



a life lesson than a movie, showing us we can overcome any obstacle in our lives

Movie about A crew of rugged firefighters meet their match when attempting to rescue three rambunctious kids. Growth of Tracie is the same as this movie by how people will never be prepared for what life throws at you, you just have to go for it, because others mean more to you.

## A Year of the Quiet Sun



A Year of the Quiet Sun, is about a story of a romance between a Polish woman and an American Soldier in Poland, shortly after WWII. The similarities between this movie and Tracie is that the movies shows, what's important is that they succeed, across the barriers of language + culture, in insisting on their right to be happy together no matter what.

© Presto Plans

A playlist of favourite films for a character from the novel, by Sushada Alexander





## BENTON GYM

### *Fitness, Health and Wellness Program*

During term 1 in PDHPE all year 9 students have been learning about positive body image and what it means to lead a healthy, safe and active lifestyle. On 23 March, forty eight students in Year 9 spent 3 hours at the Benton Gym Health and Wellness Program held here at school on the oval. The program included boxing session, stretching, boot camp circuit and challenges as well as a body image/ nutritional workshop. A massive effort was displayed by all students!

Thank you to Benton Gym for making this work (including all social distancing measures and hygienic procedures) and putting a smile on everyone's faces at such a hard time!!



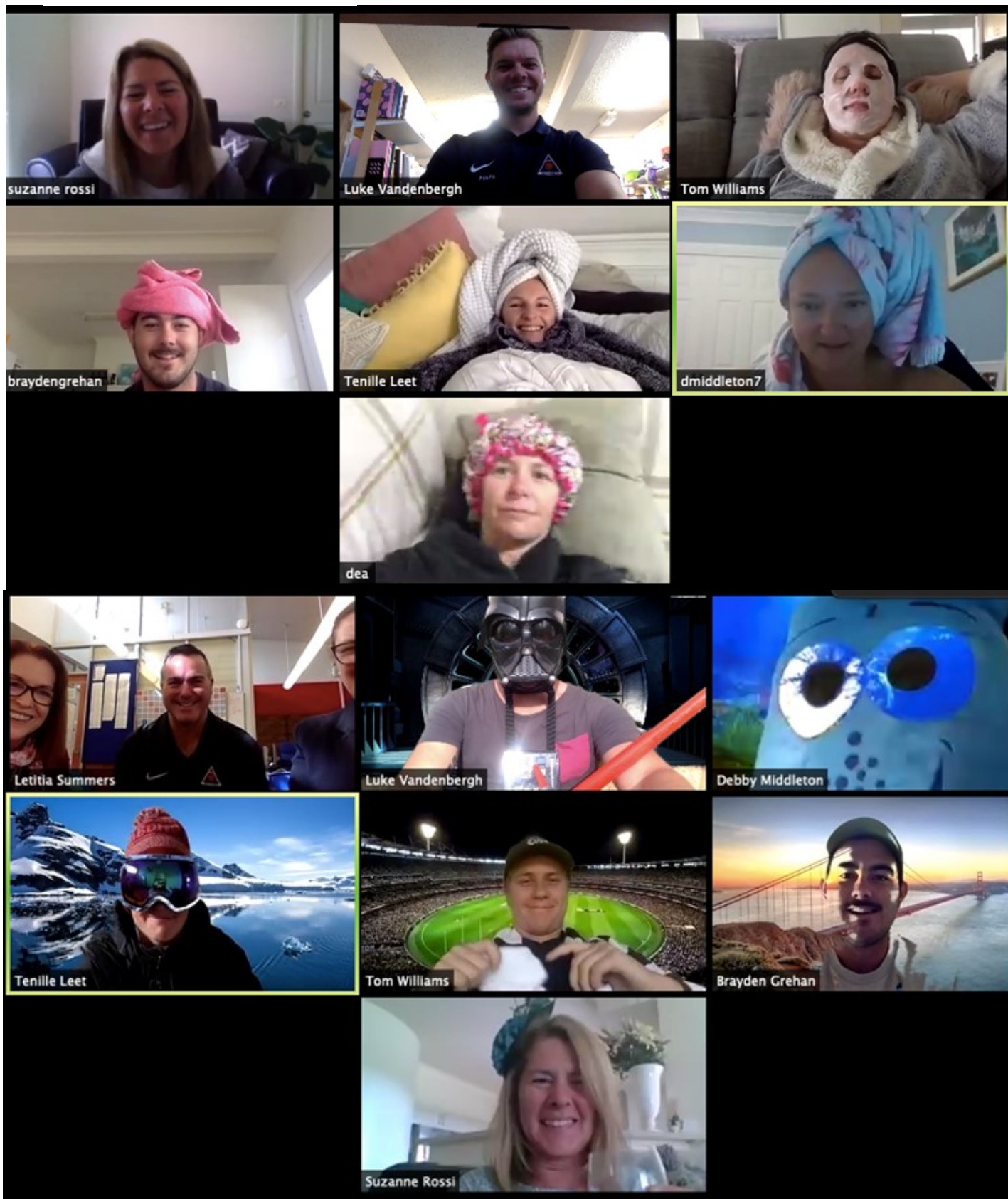






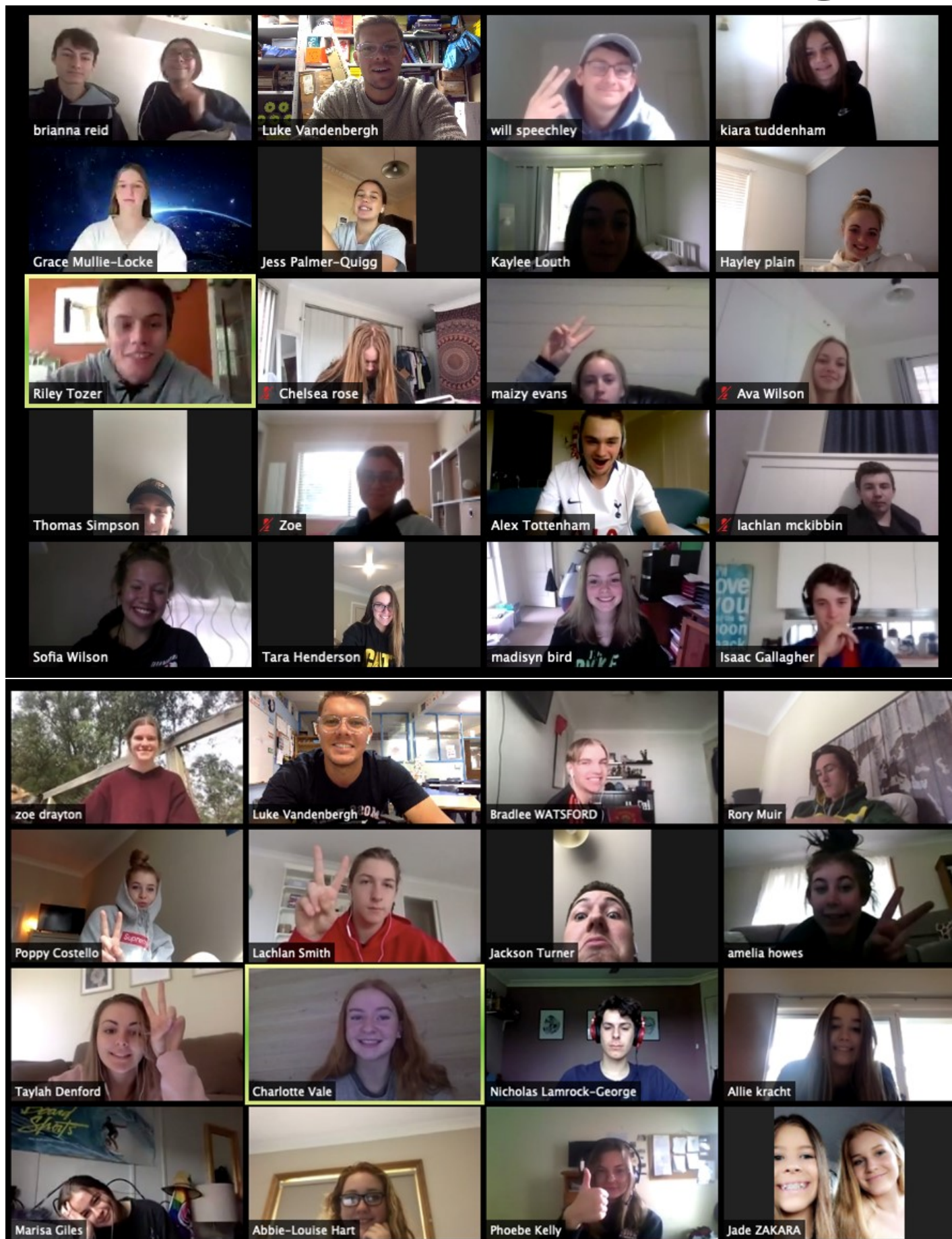


# on-line learning





# P.D.H.P.E on-line learning





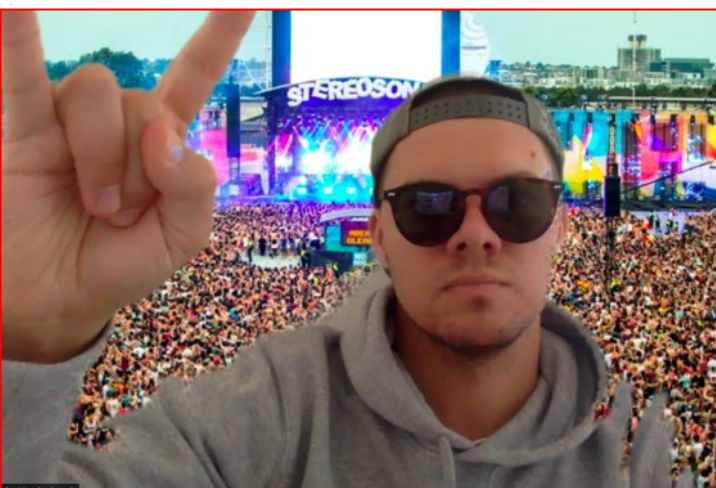


WHERE IS...  
MR VANDENBERGH ?



This term I have been surprising Year 12 PDHPE each lesson on Zoom with a new theme / dress up that makes them laugh and enjoy the beginning of the lesson. They've really been looking forward to this now and have been trying to guess each time.

Mr Vandenberg



Where is Mr Vandenberg ?



# FROM OUR FARM



Despite the COVID-19 situation, our plants and animals have continued to flourish and have allowed the Ag Department to provide valuable tools for our students to take part in first-hand industry experiences. Such opportunities assist in enhancing student knowledge and understanding of the importance of the agricultural sector in our daily lives. Congratulations and thank you to all staff and students involved.



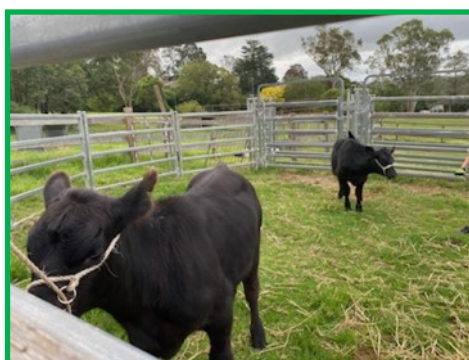
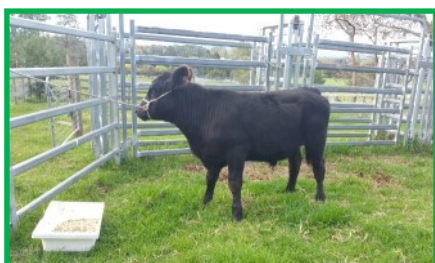
## South Coast Beef Spectacular 2020



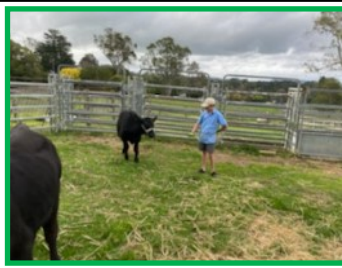
Our two steers for the spectacular; 'Chip', an Angus steer provided by Stephen and Susan Nicholas, Nicolstoke Farm, Nowra Hill and 'Dale', also an Angus steer provided by Bradley Hawthorne, Target Creek Farm, Kangaroo Valley arrived at Moss Vale High School on 21 February 2020.

Both steers settled in quickly and were fed oaten hay and gradually introduced to the donated Manildra pellets (and to the students!) for the first couple of weeks. The amount of feed the steers received was increased gradually over time to roughly 6 kgs of pellet and chaff mix per day. This is done to meet specific market specifications as required by this project. Chip and Dale were on the finishing ration for approximately 60 days and then transported to Milton abattoirs where hoof and hook judging was live streamed for the students as the project was reconfigured for remote learning.

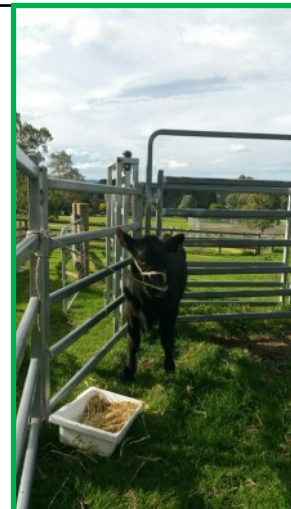
This project provides a meaningful learning opportunity for our agriculture students. In particular, having the beef cattle at school to feed and work with which adds greater depth to our unit on beef production in Stage 5 Agriculture. During the time the steers were with us, students were involved in calculating and preparing rations, feeding, observing, gentling and monitoring the development and health of livestock.







Our thanks goes to South Coast Beef, the breeders and Manildra Feed Group for providing us with the opportunity to be part of this project.



### Chicken Report:

Males have been named Gregory Peck, Russel Crowe and Cluck Norris.

Every morning we go down to the agriculture plot to let the chickens out of their cages and let them run around for the day. While they run around, we refill their feed and water for the next night and make sure they have enough water for the day.

We have helped do preventative treatments for some diseases, cleaned their cages and just looked after their wellbeing.

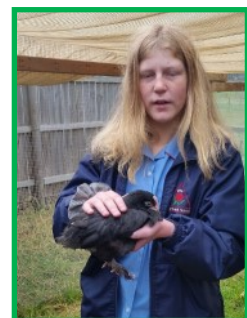
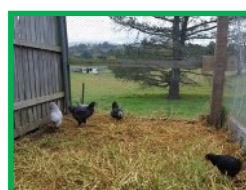
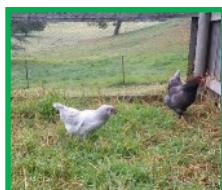
Right now, we have sixteen chickens. Three of those are roosters which we hope next year will give us babies. We have four Isa browns and they are really friendly and love following people around. Then we have an Araucana & Blue Laced Wyandotte; they have been recently introduced "Russel Crowe" a Wyandotte rooster but they bossed him around too much so he will be re-introduce when he's a bit bigger.

Our Barnevelder rooster, "Gregory Peck" has been put with the three Barnevelder hens and they have great fun together.

The last rooster is a black cooper Maran called "Cluck Norris" he has been put with our other coloured laying egg girls including two Aracuna's, two Marans.

### Sami Lees

(helpers include Paige, Astley, Ryan Jones and Aliko Lees)



### Mother's Day:

Whilst our Mother's Day was a little quieter this year, our chrysanthemum's put on a brilliant show and we were able to supply a number of bunches of pretty flowers to spoil the wonderful women in our school community whom we have the honour of calling "Mum".





# Year 7 Portrait Works



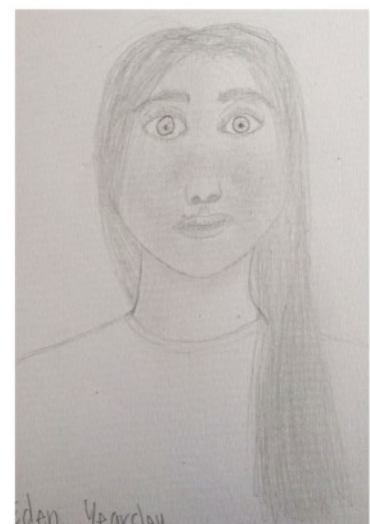
Aiden Hart



Alice West



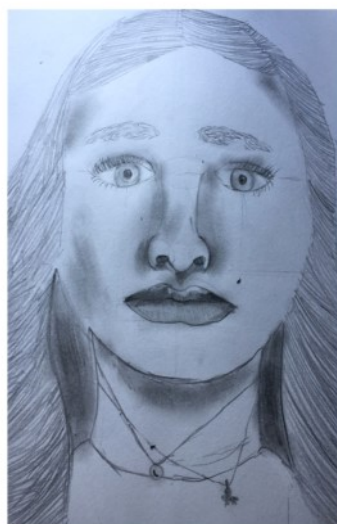
Angelina Cooksley



Eden Yearsley



Josh Barton



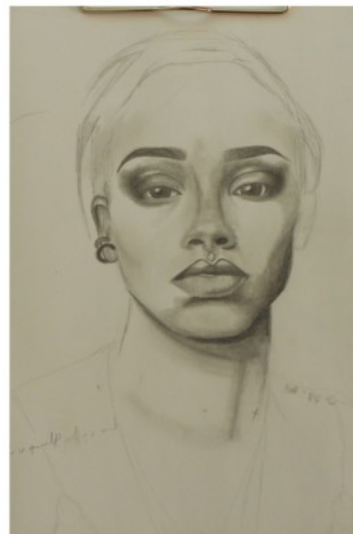
Lola Stravoskoufis



Lucas Millward



Lacey Hayes



Natasha Hamilton



# Year 7 Portrait Works



Nick Barton



Shan Cecilico



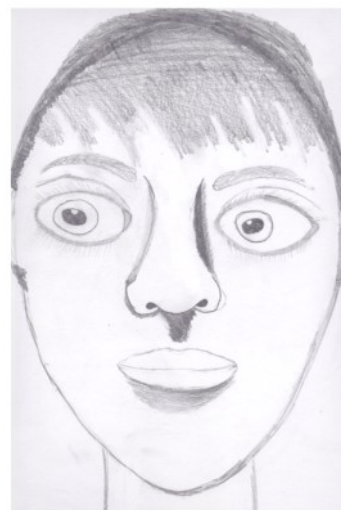
Leah McKinlay



Lachlan McAfee



Olivia Cassar



Will Campbell



Scarlett Geddes



Sophie Vandervoort



Oscar Markovina



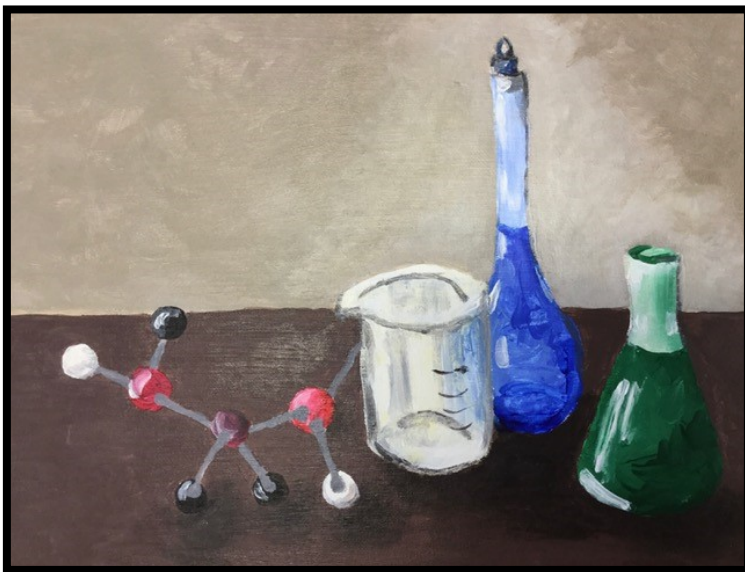
# Year 11 Still Life Artworks



*Piper Shields x 4*



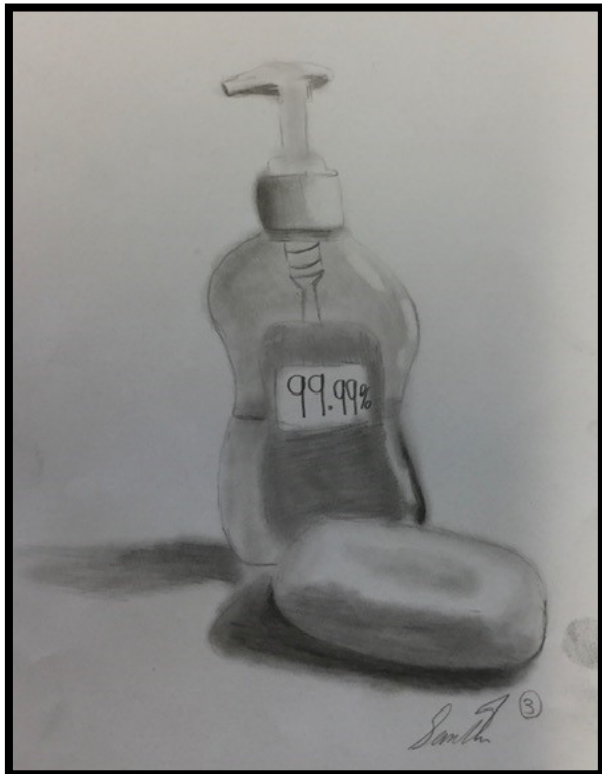
*Ellie Abedin*



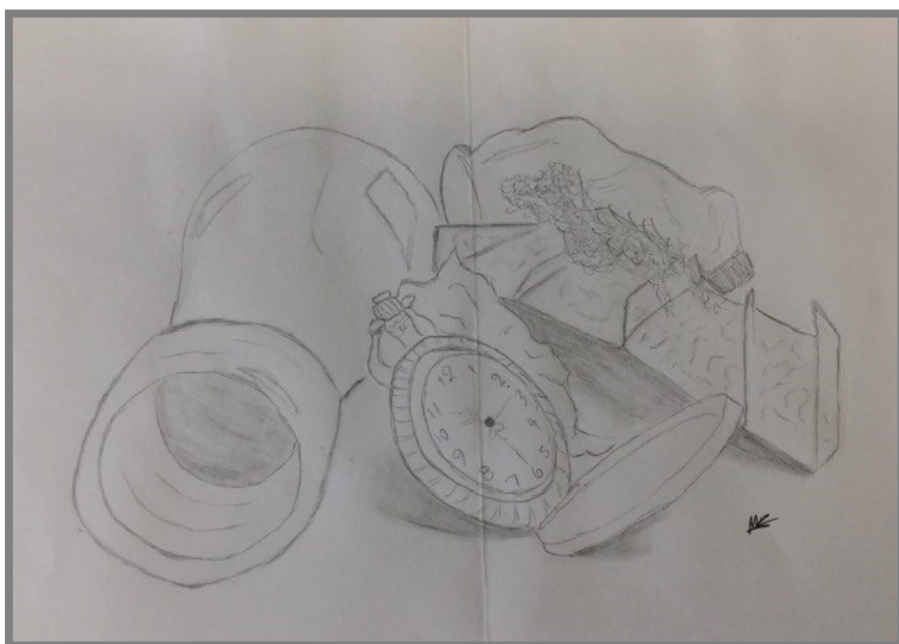
*Emily Waring*





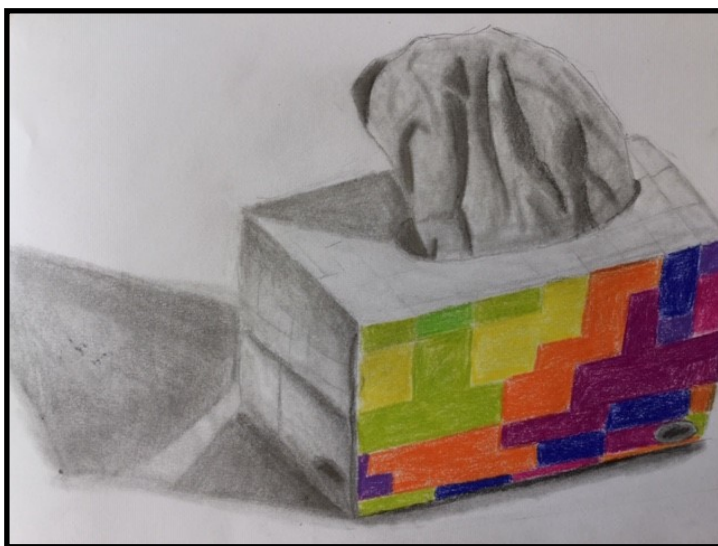
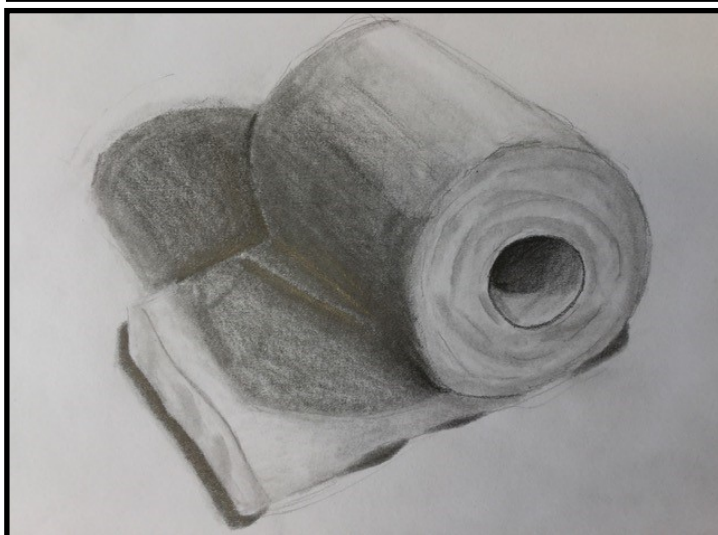


*Samantha Johnson x 3*

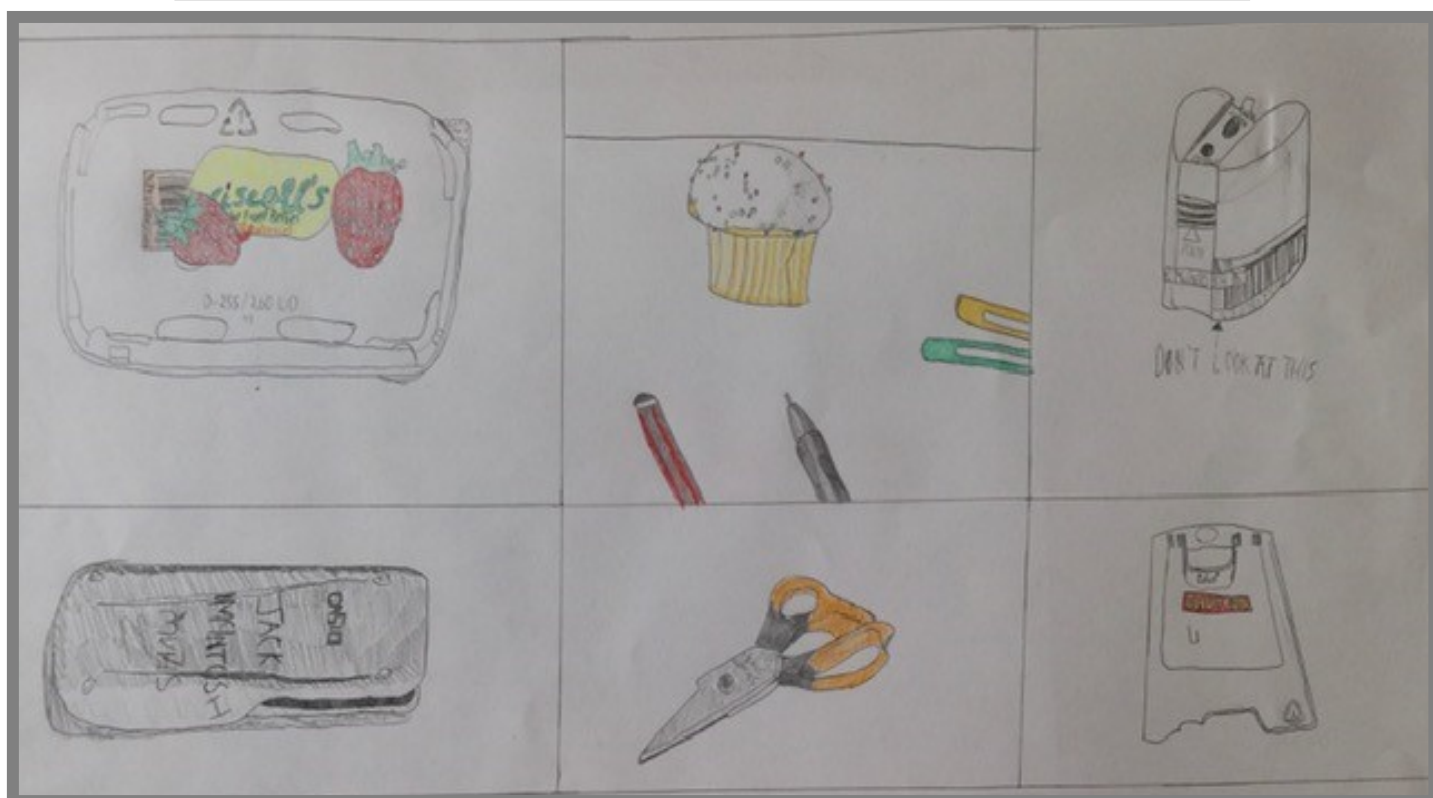


*Madisyn Bird x 2*





Alex Lawson



Jack McIntosh



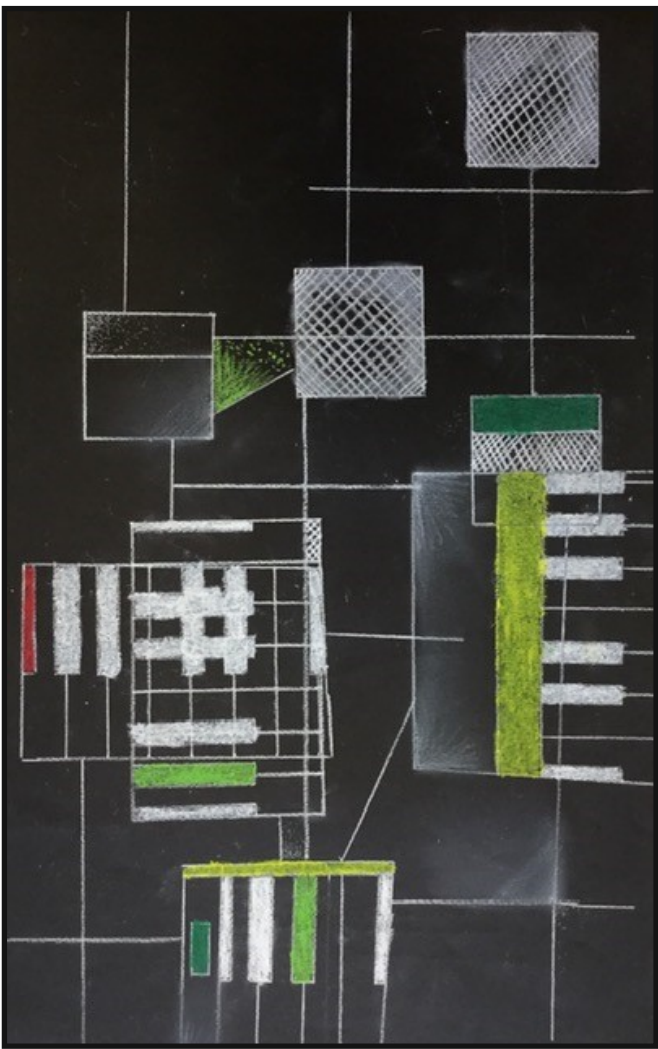


*Amber Wood x 3*



*Left: Cassidy Brown*





*Amanda Vega Carrera*





# Thank you Parents and Carers

for the support you are giving staff at Moss Vale High School during the COVID-19 Coronavirus.

Your messages of appreciation and encouragement, your consideration and tolerance when speaking to staff, and your gifts of cakes have all been gratefully received and kept our spirits up.

## SICK BAY

**The health and well being of our students is always of utmost importance.**

During this period of COVID-19 Coronavirus we are following Department of Education guidelines:

*“Students who are unwell upon arrival to school, such as a fever, cough, runny nose and/or any other symptoms, where possible deny entry to the school or direct them to an area so they are isolated from others at the school. Arrangements are to be made for them to be sent home or leave the school in the care of an appropriate person as soon as possible.*

*Students who develop symptoms of illness and become unwell during the day are to be isolated in an appropriate area. Arrangements are to be made for them to be sent home or leave the school in the care of an appropriate person as soon as possible.”*

**The Sick Bay will only be used for First Aid treatment of students who sustain injuries while at school.**



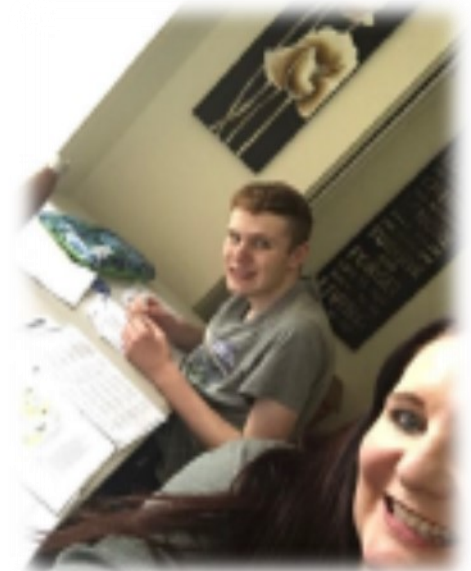
## SUPPORT UNIT 'SHINING STARS'



What a difference a term makes! The Support Unit students at Moss Vale High School have done an amazing job transitioning to 'online learning' and packages at home. We are so very proud of all they have achieved under such difficult and uncertain circumstances. It has been a huge learning curve for our students (and teachers) as we are all new to this Edmodo learning platform in the Support Unit.

*Here is just a sample of some of the impressive work achieved over the last weeks of Term 1 and the beginning three weeks of Term 2.*

For **English**, Mr Vandervoort's Morton Class have been studying Moss Vale High School's chosen novel 'White Bird', with weekly chapter work, quizzes and comprehension tasks. For Mathematics students have been working through Maths Plus and Excel Workbooks. Our SLSO's have been busily preparing multiple copies of work to try and keep up with the rate at which the students are achieving! We have seen some great results both from students 'at home' and those 'essential students' attending school. We have even had our student's taking turns team teaching the class! Congratulations students!





For **HSIE**, Mrs Kentwell's students have been learning about China and its people. They are looking at it's history and geography and the vast discrepancy between the lives of the people who live in rural China, in comparison to the people who live within its major cities. Students will also be comparing festivals and rituals in China to that of Australia.



For **PDHPE**, Mr Good's students have partaken in regularly bike riding for 'at school' students, walks, and PE with Joe! 'At home' students could choose from many different forms of exercise trampolining, shooting hoops, walking the dog, as well as doing PE with Joe! We have seen quite an improvement in the fitness and capabilities of our students (and teachers!) Thanks to an increase in physical activities including yoga, handball and even flying kites 'at school' in our lovely windy weather! It sure has been a ball! It has been so pleasing to see our Support Unit students getting physical and 'having a go!'.





For **Science**, Mrs Austin's students have been introduced to the strange and mysterious world of 'Fungii!' Squeals of delight and horror have been heard coming from the Support classrooms as the wonderful Mrs Austin takes the students on a magical journey of exploration and experiments! Eek! The look of excitement on the student's faces as Mrs Austin pulls off yet another weird and wonderful experiment in the name of science, has been captured in some of these wonderful pictures below and to the right.



For **Design & Technology**, Mr Vandervoort's students have been fine tuning their 'tracing' skills and were able to make beautiful Mother's day cards to spoil their Mums and Grandmas. The time and care put into some of the students' work has been so beautiful to witness. Well done to our Support Unit students!





For **CAPA (Creative & Performing Arts)**, Ms Mulcahy's students have been learning about 'Dreamtime' Stories. They have looked at Aboriginal culture and history and are now working on their favourite 'Dreamtime' Story as a Storyboard. This has been very interesting for the students as they had already completed a wonderful Visual Arts Unit on Aboriginal/Indigenous Art during Term 1. This included learning about Aboriginal symbols, and how Aboriginal paintings tell us stories. Here are just a sample of what the students have achieved over the last few months.



For **LOTE (Languages Other Than English)**, Mrs Regan's students are learning about their ancestry and where their ancestors were born. They will be looking at a country from their ancestry and discovering interesting facts about it. The students have completed a Family Tree. Picture left is a terrific work sample sent in to us by Angus Hickson (Year 8).



For **Food Technology** Mrs Schubert's students have been learning about rice and cooking a variety of rice dishes. In Agriculture, the challenge has been set...who can grow some rice! For 'at home' students, we have seen some wonderful examples of students 'having a go' and getting into the kitchen to produce some yummy looking food. Here are some fabulous examples sent in by our Support Unit students and parents.



For **Community Access/Work and the Community**, Ms Mulcahy's students have been actively involved in numerous tasks including helping their families by doing chores 'at home'. Students have been participating in fun learning activities such as puzzles and board games, as well as daily physical activities. They have been wonderful helpers preparing for Easter, Anzac Day and Mother's Day including making cards, cups of tea for Mum and family Zoom sessions! We even had students celebrate their own birthdays! Students have worked through their Work Education booklets learning about the roles and responsibilities of being an employee. They have been encouraged to communicate daily with loved ones via email, phone or zoom, as well as keeping a diary/log of their daily life to reflect upon later. We have been super proud of the willingness of our students to 'help out' at home over this difficult time with many parents pleasantly surprised. Here are some inspiring photos sent in by some of our Support Unit families showing just how capable their children really are! We also have a few photos of the end of last term, when we were 'safe' to be out in the Community.







## SUPPORT UNIT ARTWORK ENTRIES IN THE MOSS VALE SHOW ART COMPETITION

Here is just a selection of the many fabulous artworks our talented students entered for the Moss Vale Show Art Competition. Results yet to be received due to Covid-19. Stay tuned!



The Support Unit would like to thank all the families, parents and carers for their continued support and commitment in helping our wonderful students transition to 'online learning' using Edmodo, or learning with packages prepared for home. We look forward to the gradual transition back to our regular school days, when we can teach your children face to face each day once again. It has been a very challenging period for families especially and we certainly appreciate all of your efforts. We wish you and your students a wonderful remainder of Term 2.

Stay safe and well and we look forward to catching up with you all face to face soon.

*Mr Vandervoort (Head Teacher) and the entire Support Unit Team.*

