At the end of 2017 the School Board approved a new school logo.
The new logo is the addition of another flower on the Kangaroo Paw to reflect that we now have six year groups at the school. The change will be gradual and was made to coincide with a new school phone number and the deleting of our fax number. The new number will be communicated to all parents at the end of the month when it is activated.

Recently I have had a few communications from concerned members of the public regarding our students travelling to and from school. Please remind your children to use marked crossings when walking or riding and do not just run across busy traffic. We have had near misses on both Farrington and South Street this year. Children riding their bikes should wear helmets. Having them hanging off the handlebars will not help them. Students using public transport are reminded that having the uniform makes them ambassadors for the school. Part of the requirement of a cheaper student fare by Transperth is they give up their seats if seats are required by adults.

Congratulations to the Year 7 and 9 students for the manner in which they have handled the NAPLAN online. Students appeared to be calmer and more relaxed than with the paper version. Only the writing assessment requires an extended amount of typing and all students seemed to be completing to their satisfaction in the time allowed.

As part of the school priority of health and wellbeing, all Year 8 and 11 students will complete a Western Australian developed online survey. The survey will be on their personal health and wellbeing and consists of 62 multi-choice questions and will be completed in class. Individual results will be available to the students and the school will look at the whole year level data. We can compare our results with aggregated data from across Australia. Further information will be sent to parents closer to the survey date.

As we get closer to Year 11 and 12 exams, the pressure increases on our students and stress levels go up. Help and support is available from individual teachers and Student Services if required. Please assist your child to access this support if required.

Mr B. Wallwork
Principal
<table>
<thead>
<tr>
<th>Dates to Remember</th>
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<tbody>
<tr>
<td><strong>May</strong></td>
</tr>
<tr>
<td>25 May NAPLAN Y7 and Y9 Online Finishes</td>
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<tr>
<td>25 May Specialist Program Applications Close</td>
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<tr>
<td>28 May Y11 and Y12 Exams being – WPL Block</td>
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<tr>
<td>31 May Y8 2nd Round of Vaccinations</td>
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<td><strong>June</strong></td>
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<td>04 June WA Day Public Holiday</td>
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<td>08 June Specialist Program Testing</td>
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<tr>
<td>08 June Y11 and Y12 Exams – WPL ends</td>
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<tr>
<td>11/12 June Y10 Exams</td>
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<tr>
<td>14 June Whole School Assembly</td>
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<td>14 June ICAS Writing AEP &amp; ATAR students</td>
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<td>15 June Y11 Cert II Students First Aid training</td>
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<tr>
<td>18 June Big Science Comp week</td>
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<td>20 June South of the Swan Dance Festival (Y9-12)</td>
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<tr>
<td>21 June South of the Swan Dance Festival (Y7-8,11-12)</td>
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<tr>
<td>21/22 June Multi-Cultural Festival</td>
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<tr>
<td>22 June Chess Tournament</td>
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<td>25 June Y10 into Y11 Parent Information Evening</td>
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<tr>
<td>27 June Y10/11 Mid-Year Mixer</td>
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<td>29 June Term 2 finishes</td>
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<tr>
<td><strong>July</strong></td>
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<tr>
<td>16 July Term 3 commences</td>
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</tbody>
</table>

**UNIFORM SHOP**

We would like to advise a change to operating days from May 1st. We will be open on Tuesdays, Wednesdays & Thursdays 10:15 to 1:45 pm. We will no longer be open on Fridays.
<table>
<thead>
<tr>
<th>WEEK</th>
<th>MONDAY</th>
<th>TUESDAY</th>
<th>WEDNESDAY</th>
<th>THURSDAY</th>
<th>FRIDAY</th>
<th>SAT/SUN</th>
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<tbody>
<tr>
<td>1</td>
<td>APR 30</td>
<td>PUPIL FREE DAY</td>
<td>MAY 01</td>
<td>STUDENTS COMMENCE</td>
<td>MAY 02</td>
<td>MAY 03</td>
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<td>2</td>
<td>MAY 07</td>
<td>PUPIL FREE DAY</td>
<td>MAY 08</td>
<td>All day rehearsals</td>
<td>MAY 09</td>
<td>MAY 10</td>
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<td></td>
<td>Drama Production Week</td>
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<td>Evening Performance</td>
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<td>Evening Performance</td>
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<td>3</td>
<td>MAY 14</td>
<td>PUPIL FREE DAY</td>
<td>MAY 15</td>
<td>All day rehearsals</td>
<td>MAY 16</td>
<td>MAY 17</td>
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<tr>
<td></td>
<td></td>
<td>Y10 House Assembly</td>
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<td>Y8 House Assembly</td>
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<tr>
<td>4</td>
<td>MAY 21</td>
<td>PUPIL FREE DAY</td>
<td>MAY 22</td>
<td>P&amp;C Meeting 7:30pm</td>
<td>MAY 23</td>
<td>MAY 24</td>
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<td></td>
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<td>NAPLAN Online</td>
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<td>MAY 30</td>
<td>MAY 31</td>
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<td>NAPLAN Online</td>
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<td>6</td>
<td>JUN 04</td>
<td>PUPIL FREE DAY</td>
<td>JUN 05</td>
<td>STA BMAD Excursion</td>
<td>JUN 06</td>
<td>JUN 07</td>
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<td></td>
<td></td>
<td>WESTERN AUSTRALIA DAY</td>
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<td>Y8 Vaccinations Catch Up</td>
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<td>Y12 Exams</td>
<td>JUN 13</td>
<td>JUN 14</td>
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<td></td>
<td>Y11/12 Exams/WPL Block</td>
<td></td>
<td>WHOLE SCHOOL ASSEMBLY P3</td>
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<td>Y11 Cert II Students First Aid training</td>
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<td></td>
<td></td>
<td>STA BMAD Excursion</td>
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<td>ICAS Writing (AEP/ATAR)</td>
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<td>8</td>
<td>JUN 18</td>
<td>PUPIL FREE DAY</td>
<td>JUN 19</td>
<td>Big Science Comp all week during</td>
<td>JUN 20</td>
<td>JUN 21</td>
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<td>South of the Swan Dance Festival,</td>
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<td>South of the Swan Dance Festival,</td>
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<td>Octagon Theatre, UWA (Y9,10,11,12)</td>
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<td>Octagon Theatre, UWA (Y9,10,11,12)</td>
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<tr>
<td>9</td>
<td>JUN 25</td>
<td>PUPIL FREE DAY</td>
<td>JUN 26</td>
<td>Y9 Lightning Carnival</td>
<td>JUN 27</td>
<td>JUN 28</td>
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<td>Y10 into Y11 Parent Info Evening</td>
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<td>P&amp;C Meeting 7:30pm</td>
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<td>Y12 ATAR Curtin Uni</td>
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<td></td>
<td>6-7pm PAC</td>
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<td>Multicultural Festival</td>
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<td></td>
<td>Mid-Year Mixer Y10-11</td>
<td></td>
<td>Chess Tournament</td>
<td></td>
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</tr>
</tbody>
</table>

Students Commence Monday 16 July
From the Principal

Dates to Remember

Parents’ Planner

Library

Humanities and Social Sciences (Hass)

Mathematics

Write4Fun

Health and Physical Education

Science and Technology Academy

Music

Student Services

Chaplain’s Chat

**MAY THE 4TH BE WITH YOU!**

This year, we celebrated *Star Wars Day* - *May the 4th be with you!* with a display of memorabilia and books.

**HOMEWORK AND STUDY SKILLS**

The main focus of the Monday afternoon session has still been mainly organisation both at school and at home. Students have set SMART goals for this term – focussing on a goal for their homework and one for their in-class behaviour.


School Username: leemingshs

Password: 77success
ROBOTICS AND CODING CLUB
This term, Robotics and Coding Club have continued learning the basics of writing code. They created racetracks on the floor with tape, then entered the coding directions on the Blue Bots. Some of the students attached pens to the Blue Bots and created some patterned art pieces.
CHESS TOURNAMENTS – WHICH YEAR GROUP HAS THE TOP CHESS PLAYERS?

Each year group is having a knock out tournament with the top players for each year level playing each other at the end of term. So far, the Year 8s have played.

Congratulations to the following students who progress to the playoffs:

1. Thomas Unipan
2. Joshua Skewes
3. Robert Ford
4. Qian Peng

Ms C. Steel
Teacher Librarian
This Semester, HASS students have been using their learning to tackle world problems, both old and new.

**YEAR 9 HISTORY – WW1**

Year 9 History students have investigated the causes and conditions of the First World War and Ms Murray’s students showed off their understanding creatively through battle raps and song, diary and drama, poetry and poster. Ms Turner’s Year 9 students turned their creative talents to the confronting conditions of the WW1 trenches with some impressively detailed models which are currently on display in the school library.

**YEAR 9 AEP – CLIMATE CHANGE**

Meanwhile, Year 9 AEP students have taken on challenge of saving the world from Climate Change, using international politics. Ms Ammali’s classroom thus became United Nation Headquarters with each student representing a country deciding whether to ratify the famous “Paris Accord” for global action on climate change. Detailed research and articulate position papers allowed for measured deliberation and informed debating (along with some backroom manoeuvring for allies). The student’s efforts culminated in all countries agreeing to ratify the accord, with the exception of the United States of America and Jordan, while Russia awaits 2019 with anticipation.
YEAR 12 HISTORY
An opportunity to explore history in depth enticed Year 12 students away from their Saturday Morning studies (or sleep-ins) and into Fremantle with renowned HTAWA presenter Alison O’Connor. After recovering from the shock of having the historical playboy Rasputin cut down to insignificance in front of them, students enjoyed an engaging and informative lecture interspersed with cutting edge repartee that made three hours pass like three minutes, a terrific investment in each student’s forthcoming exam success.

YEAR 12 GEOGRAPHY
Multi-talented bus driver Mr Nardi modelled hard hat and safety gear for Ms De Beer’s Year 12 Geography students before the class’s exploration of Alcoa mining rehabilitation sites. Students were surprised at the effort required to rehabilitate a jarrah forest after its underlying bauxite has been removed, and enjoyed inspecting the different stages of this process under the bright sun.

Ms R. Murray
HASS Teacher
May is moving along quickly in the Mathematics Department with lots on the schedule.

By the time this is published NAPLAN will have been completed for the first time online. After NAPLAN is finished, we will be starting the popular lower school maths competition – Have Sum Fun Online. Each year, we enter 2 teams from our Year 7 and Year 8 AEP classes who compete against other schools in the State over 3 stages of challenging competition rounds. Last year, we had one team in Year 8 do particularly well, finishing an impressive 3rd place out of a total of approximately 80 teams. Can this be beaten by our top mathematicians this year?

Another competition is on the horizon. The Australian Mathematics Competition has grown over the years and now has students from around 30 countries tackling the challenging paper. This is completed individually and allows our top mathematics students to test out their mathematical problem solving skills against a wide range of students. The competition is divided into Junior (Years 7 to 8), Intermediate (Years 9 and 10) and Senior (Years 11 and 12) and is considered a great addition to any student portfolio for future job or further education applications. Application forms for our AEP groups will be handed out in class. If any student who is not in AEP wishes to enter then please see Mrs Kalra in the Mathematics Department.

…”[The Australia Maths Competition] is considered a great addition to any student portfolio for future job or further education applications.”

Don’t forget we are running a homework and Maths study class after school on Mondays in M1. All students are free to attend, just bring your book and ideally something to work on. The club runs for one hour but students are free to leave early if need be.

And a friendly reminder that all students do need to have the necessary equipment for Maths. This includes basics such as a pencil, ruler and calculator. Without the full equipment, student learning is inevitably hindered so it may be worth confirming that your child still has this equipment (they are often misplaced) and that they do indeed bring it to school every day!
HEALTH AND PHYSICAL EDUCATION

GRADY WINS HOUSE CROSS COUNTRY

Congratulations to all competitors in the House Cross Country event on Wednesday 11 April. This was our first House Cross Country event and we look forward to having more competitors next year. Well done Grady with 3 individual winners and the also the most competitors of all the House groups.

Final Points

- 1. Grady 107
- 2. Aulberry 49
- 3. Ramsdale 46
- 4. Findlay 14

Year Group Champions 2018

**Year 7 Winners**
- Lachy McDowall Grady
- Kate Braid Aulberry

**Year 8 Winners**
- Ethan Lavington Findlay
- Tia McArthur Grady

**Year 9 Winner**
- Jayden Ormerod Grady

**Year 10 Winner**
- Shannon Neale Aulberry

**Year 11 Winners**
- Lachlan Bennett Ramsdale
- Jade Gowland Grady

**Year 12 Winners**
- Lachlan Richardson Ramsdale
- Makayla Cocking Aulberry
YEAR 8 ROBOTICS
This term Year 8 STA members are participating in a series of robotics workshops in the library after school. This program will allow the students to develop their programming and problem solving skills to solve real-world problems such as using robots for transportation and deliveries.
TERM TWO CHALLENGE: HOW DO ENVIRONMENTAL FACTORS AFFECT SEED GERMINATION?

In this challenge students have to plan and conduct an investigation to determine the effect of an environment factor on the germination of seeds. There are a number of environmental factors that can influence seed germination. You can produce a poster, Word document, video or PowerPoint to present your experiment and your findings. Your investigation should include the following:

1. Introduction: Describe the structure of a seed and the process that takes place during seed germination. Identify the factors/conditions that are required for and affect seed germination.
2. Outline the aim of the experiment.
3. Identify the independent (what you will change) and dependent (what you will measure) variables.
4. Construct a hypothesis.
5. Produce a detailed plan which explains how you will ensure your experiment is a fair test.
6. Include tables and graphs of your results.
7. Analysis of results: Describe the results.
8. Conclusions.
9. Evaluation (outline the sources of error and solutions to these issues).
10. Develop a number of further questions that have come to light given the results of your investigation.
11. Include photos and diagrams in your work.

Students can choose any type of seeds to work with, however, using cress, mustard seeds or mung beans will give good results. The effects of an environmental factor on seed germination can also be measured in several ways. Students will need to plan an experiment that gives you enough data to draw a VALID conclusion.

Need some extra help?

There is a writing scaffold available on Connect that can be used as a guide to help you plan and write up your experiment. Workshops will take place on Monday and Wednesday of Week 6, and Monday of Week 7 for students who wish to complete this challenge in school. Completed work should be submitted by the end of Week 8, 22 June.

Students who did not participate in the Term 1 Solar Oven Challenge are encouraged to participate in this term’s challenge.

STEMO 2018

Year 10 STA members will be participating in an excursion to Murdoch University on 5 June. The STEMO program is supported by Rio Tinto and provides students with an opportunity to engage with examples of where Science and Mathematics are applied in the resources industry. Students will carry out various activities which demonstrate the application of Science in mineral exploration, mining and processing. There is also an opportunity to find out about undergraduate courses and career pathways in the mining industry.
SCIENCE AND TECHNOLOGY ACADEMY An Approved Specialist Program

SCIENCE TALENT SEARCH

Year 10 STA members will be participating in the STAWA Science Talent Search 2018 which is a State wide competition inviting entries across K-12. The Science Talent Search aims to promote science teaching and learning through creative project work. Students are able to enter one of the following categories.

1. Science Investigation
2. Engineering
3. Science Communication (Poster, Video, Photography)

Project work will commence during Science lessons and be completed during after school workshops. All Year 10 STA members are expected to participate as part of their on-going commitment to the Science and Technology Academy Specialist Program.

AURECON BRIDGE BUILDING

The Year 9 STA members students will have an opportunity to participate in the Aurecon Bridge Building Competition this term. Mr McKenzie will be running after school workshops on Tuesdays for students to work on their designs and test the bridges. The winners of the in-school competition will go forward to participate in the Aurecon Bridge Building Competition at Scitech early in Term 3.

NATIONAL SCIENCE WEEK 2018

This year the Science and Technology Academy will be hosting a Science Fair during National Science Week. The theme this year is ‘Game Changers and Change Makers’. STA members across Years 7 to 9 will be exploring the new technologies that are expected to change and enhance our lives in the future. Each STA/AEP Science class will be presenting research and practical demonstrations on the new technologies to members of our school community over the two days science fair. The local primary schools will also be attending and parents are invited to attend from 3-4pm on Thursday 16 August.
YEAR 11 ATAR EXCURSION TO PERTH HILLS DISCOVERY CENTRE

On Friday 11 May the Year 11 ATAR Biology students participated in a fire biology program at the Perth Hills Discovery Centre at Mundaring Weir. The students learnt about the changing fire regimes in Western Australia and compared and contrasted wild fire and controlled burns, exploring the impacts of fire on natural ecosystems. Students carried out field work to collect data on biodiversity, canopy cover, fuel load, evidence of fire and animal activity. This excursion highlighted the relevance of practical ecology and provided an opportunity for students to apply their knowledge to the field.
YEAR 9 ASTRONOMY CAMP

Yanchep National Park, Moore River Valley, Gingin Observatory and Gravity Discovery Centre

Thursday 15 March and Friday 16 March 2018

The STA Astronomy Camp started off with a BLAST! 22 lucky students from the Year 9 STA/AEP classes, Mrs Hansen and Mr Mackenzie set off on 15 March. Our first stop was Yanchep National Park where we had a dazzling tour of the Crystal Caves and saw some of the koalas and kangaroos on display.

The Crystal Caves were absolutely magnificent! Our guide Eve gave us an in-depth tour of the caves including the crystal formations, stalactites and stalagmites, the underground aquifer, the history of its discoverers as well as the unique ecology of the caves. We learnt that the particular crystals in the caves were formed as the liquid calcium carbonate leaching from the limestone formations dried out over many thousands of years.

After lunch and some exploring of the beautiful parklands, we had the opportunity to walk through the koala sanctuary and learnt from a very experienced park ranger about the koalas, habitat, lifestyle and biology. We heard about the escape antics of particular koalas with one individual being on the run for more than 3 years before returning to the sanctuary. We also debunked the myth that koalas only eat one species of eucalyptus leaves.

After leaving Yanchep, we made our way to the Moore River Valley where we stopped at the beach to do our next activity. Here, we developed our understanding of coastal formations. We took a look at the limestone and sandstone formations that have slowly been weathered away by the harsh coastal conditions. We split up in smaller groups to try and find fossil evidence scattered throughout the rocks. We found many different varieties of seashells within the rocks and Mr Mackenzie set us the challenge of trying to find some fossils which we managed to do!

We then moved to higher ground to take in the beautiful ocean views and learn more about the ecology of the Moore River estuary and its role within the landscape. We discovered that the sand bar plays a vital role in nutrient build up and then flushing of this build up.

We arrived at our accommodation at 4pm where everyone was assigned a chalet for the night and spent some time unpacking and exploring the surroundings. Each group had to prepare a salad for our shared BBQ dinner as well as making our lunches for the following day. We then had some free time to relax before getting ready for our star gazing session at the Gingin Observatory.

When we arrived at the Observatory, we started with the Solar System Walk. On the ground was a scaled representation of all the planets and their moons. Our guide taught us about their sizes and distance from our sun as well as some of their key features. We then headed inside the Observatory to learn about various constellations, star nurseries and the life cycle of stars. We also learnt how to navigate using constellations as well as some of the mythology of the constellations.

The second part of our Observatory experience involved us using some of the most high-powered telescopes in the southern hemisphere to find and track different nebulae, constellations, and double-stars. We finished our night with a light supper of hot drinks and biscuits before turning in for the night.

Our final day on our camp adventure saw us return to the Gravity Discovery Centre to participate in hands-on activities to teach us about a range of different Physics ideas. In the first activity we used a giant swinging pendulum to record data on its acceleration and oscillation time to calculate the weight of planet earth.
Our favourite activity was replicating Galileo’s experiment on the Giant Tower. 440 years ago, Galileo dropped various objects from the Leaning Tower of Pisa and was testing the idea that falling objects all travel at the same rate and that lighter objects fall at the same speed as heavy objects. We tested this idea ourselves using water balloons of varying sizes and masses. We found that regardless of the mass and size of each balloon, they all landed at the same time.

We then spent time learning about some of Albert Einstein’s theories, our Solar System and origins of the Universe. We learned about gravitational waves, curved space and the orbital paths of objects in our universe. After this we headed over to the Cosmology Gallery and learned about the origin of the universe during the Big Bang and how life developed on Earth over the next few million years.

The entire camp was an amazing experience and we learned so much! We definitely had a fabulous time and would recommend the trip to anyone.

Emma van Dongen, Janapriya Ramachandran and Jiena Chen
Year 9 Students
UWA ATAR MUSIC WORKSHOP

On Sunday 25 February the ATAR music students attended a music workshop hosted by the UWA Conservatorium of Music and the Fremantle Symphony Orchestra at Callaway Auditorium. The workshop was lead by Professor Alan Lourens who is Head of the UWA Conservatorium of Music. We were invited to play along with the Fremantle Symphony Orchestra through our set works. We played and listened through Ravel’s Piano concerto in G major, Bach’s Brandenburg Concerto No.5 in D major, Haydn’s Symphony No.104 in D major and Berlioz’s Symphonie Fantastique. We then went back from the beginning to analyse the set works in detail for compositional devices and different ideas. Playing with the orchestra was a very unique experience and the sound was rich, colourful and big compared with other ensembles we have played in. This experience has given us a taste both of what it’s like to play in an orchestra and the detail in which we can analyse music.

This workshop was attended by teachers Marietta Damos and Gordon Ryder and students Edwin Chew and Isabella Eagles.

Edwin Chew and Isabella Eagles
Year 12 Music Students
OPEN DAY

On March 28 for Open Day, the Music Department featured performances by the Leeming SHS Jazz Band and Edwin Chew as a solo pianist. Parents and families were treated to the sounds of these excellent musicians as they wandered through the school. Music teachers Marietta Damos and Gordon Ryder were in attendance assisting with performances and this provided a great opportunity for students to perform to the local community. Edwin Chew is a Year 12 ATAR Music student who performs to a high standard on both clarinet and piano. The Leeming SHS Jazz Band is an ensemble made up of Years 10-12 students who practice jazz and contemporary repertoire along with improvisation.

Mr G. Ryder
Music Teacher
YEAR 10, 11 AND 12 EXAMS FAST APPROACHING

Dear Parents and Guardians of Year 10, 11 and 12 students,

Please be aware that the Semester 1 Year 10, 11 and 12 Exams are fast approaching. These exams run:

- Year 11 and 12 – Monday 28 May to Friday 8 June (Term 2, Weeks 5 and 6)
- Year 10 – Monday 11 June and Tuesday 12 June (Term 2, Week 7)

Year 11 and 12 exam dates, times and locations (which have already been provided to students and distributed via Connect) are listed on the following pages. The Year 10 exam dates, times and locations will be provided soon.

Students should be present at the exam venue approximately 15-20 minutes prior to the examination starting to allow adequate time for entry, seating and preparation prior to the exam commencing.

Year 11 and 12 information only:

Students that do not have examinations MUST pay careful attention to the following information:

1. The exam break is primarily for those students studying ATAR courses as exams are timetabled over this two week period.
2. Non-ATAR students (General Course and Cert II Qualification students) do not have exams. The two week exam block should not be used as a “holiday” as once these exams have concluded, all Year 11 and 12 students will commence Semester 2 coursework (in Week 7 of Term 2) and staff will finalise Semester 1 results and grades.

Year 10 information only:

Students only have exams for Maths, English, Science and Humanities and Social Science (HASS). Exam results contribute to Semester 1 grades and are also used as an indicator toward a student being capable of successfully completing ATAR coursework in Year 11 in 2018.

Any queries regarding these exams should be directed to:

Damon Athowwe: (damon.athowwe@education.wa.edu.au) or
Vance Bryan: (vance.bryan@education.wa.edu.au)

Yours sincerely,

Mr V. Bryan
Student Services Manager – Upper School
# YEAR 11 SEMESTER 1 2018 EXAM TIMETABLE

<table>
<thead>
<tr>
<th>DAY &amp; DATE</th>
<th>SUBJECT NAME</th>
<th>SUBJECT CODE</th>
<th>ROOM(S)</th>
<th>START TIME</th>
<th>FINISH TIME</th>
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<td>A1LIT</td>
<td>HASS23</td>
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<td>Mathematics: Applications ATAR Unit 1 11</td>
<td>A1MAA</td>
<td>HASS23</td>
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<td>Friday 01/06/18 – EXAM SESSION 1</td>
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<td>Wednesday 06/06/18 – EXAM SESSION 1</td>
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<td>Thursday 07/06/18 – EXAM SESSION 1</td>
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YEAR 12 EXTERNALLY SET TASK ASSESSMENTS

All students enrolled in a General Year 12 course and/or a Foundation Year 12 course, are required to complete the Externally Set Task (EST) developed by the School Curriculum and Standards Authority (SCSA) for that course. The EST is compulsory and forms part of the school-based assessment.

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All students enrolled in a Year 12 General or Foundation course are required to complete an EST for that course. The ESTs are administered during designated Weeks 4 and 5 in Term 2 under standard test conditions. The EST will take 50 minutes. The ESTs are assessment tasks for each General and Foundation course which are set by SCSA and distributed to schools for administering to students. They are marked by teachers using a marking key provided by SCSA. The EST is included in the assessment table in the Year 12 General and Foundation syllabuses as a separate assessment type with a weighting of 15% for the pair of units.

The EST is marked by the teacher/s delivering the course using the marking key provided by SCSA. The school provides the marks for all students to SCSA. Each year the Authority will review by independently marking a sample of EST scripts from each school delivering the course.

The task:
- will be a written assessment task (not practical, performance or oral);
- will be constructed to be completed in 50 minutes;
- will be based on syllabus content selected from Unit 3 which is typically taught in Semester 1;
- can be divided into several items or components/parts;
- provides discrimination between students;
- can require students to refer to stimulus material;
- is A4 in size and in black and white where possible;
- can require students to refer to work/activities completed during Semester 1 (particularly in courses with a significant practical component); and
- will be developed in conjunction with the marking key which will be used by teachers.

For any enquiries regarding the EST, please contact Upper School Deputy Principal, Mr Damon Atthowe, via email at: damon.atthowe@education.wa.edu.au

The EST will:
- assist in ensuring the fair assessment of student achievement in Year 12 General and Foundation courses;
- have an educative role in establishing common understandings among teachers of the course standards and related content;
- provide access to feedback which will encourage teachers to review and, where appropriate, adjust their marking; and
- model best assessment practice which teachers can apply to other school-based assessment tasks.

2018 WINTER CAMPS

Scripture Union is a worldwide movement of Christians dedicated to bringing real-life transformation to Australia’s children and youth through action-based activities within schools and communities.

To find out what camps are running during the school holidays, please check the website www.suwa.org.au/camps.

Mrs B. Carter
Chaplain
From the Principal
Dates to Remember
Parents’ Planner
Library
Humanities and Social Sciences (Hass)
Mathematics
Write4Fun
Health and Physical Education
Science and Technology Academy
Music
Student Services
Chaplain’s Chat

CHAPLAIN’S CHAT

WORDS OF ENCOURAGEMENT

At the end of last term we had an activity where you acknowledged other students kindness towards you. I think these are great and wanted to share them with you. Prizes were given to people from each year that participated in Years 7, 8 and 9.

Let’s follow these young people’s wonderful example and keep spreading the kindness.

Feel free to have a chat because we care.

Mrs B. Carter
Chaplain

Agreeing to pick me up after school.
Helping me with a HASS assignment.
“Random acts of kindness.”
Helping me in English and HASS.
Helping me get my chair when my arm was sore and opening the door.
Comforting me with some personal issues and always being there for me.
Being nice to me.
Doing kind things and complimenting me. (Being great at eating chocolate).
Being nice.
For making me feel (happy?) when I’m sad.
Every time I walk in the room this person already has my tray out and stacks my chair for me. This person is a good friend.
A good job at being a good friend. Thanks.
“For always making me laugh.”
Being nice.
Always smiles and either says hello or waves in the morning and always says goodbye at the end of the day. This makes me feel happy that I have a friend there for me.
Doing everything they can to make me happy and for always doing the best they can to be with me at all times.
Not eating my lollies.
“Always by my side and a true friend.”
Helping us stay organised.
For giving me food.
Being nice, cool dudes and my best friends and funny.
Always being caring, kind and always making me laugh.
For being a great friend. I accidentally hurt this person and they didn’t hurt me.
Doing something nice to everyone they meet.
Being a good mate and looking out for me.
“Our being there for me.”
For making great jokes.
Being a good friend.
Always being there for me, especially when I’m sad.
Doing things that make everyone laugh.
“Helping me with my HASS homework.”
Doing small things that really matter and always being there for me.
For helping me out with Science and being a great friend and always being kind.
Carrying my computer out of my locker for period 5.
Helping me out with HASS by always being enthusiastic to always lend me gear when needed.
Doing nice things all day every day. You’re a great mate to all your friends and you're a very trustworthy kind person.
Doing everything a good friend should, being there for people and treating everyone with respect and love.
“Our being there when I was down and understanding what I was going through.”
Going to fetch my soccer ball for me.
Being an amazing friend and helping me through the start of Year 7.
Being a kind, respectful person and always being enthusiastic in all the tasks they’re doing.
“Just being my friend and being there when I need you the most through my ups and downs.”
Helping me in Maths, for being smart and encouraging me in Sport.
Helping others.
Helping me when I was down and helping me when I was struggling in class with my assignments.
Helping me tie my shoe.
Inviting me to come and sit with them, because I was by myself. We are now best friends.
Always including people and always ready to lend a helping hand.
Lending me a rubber when no one else would.
Helping me and talking to me and being very nice.
Helping me find my schoolwork.
Comforting me when I was feeling sad
“Sharing with me.”

HARMONY ★ EXCELLENCE