



YASS HIGH SCHOOL

We value respect, responsibility, safety and learning.

Principal: Linda Langton

Deputy Principals: Andrew Facer & Ruth Riach

From the Principal

This edition of *InTouch* marks the start of a second period of *Learning from Home* for Yass High School. I am thankful that we have been insulated from the effects of COVID-19 as a community up until now – I certainly have great admiration for teachers and students in Greater Sydney and Victoria who have needed to continue with teaching and learning in this mode for an extended period.

We have merged smoothly into remote learning. Teachers have shown great professionalism and expertise in adapting their teaching to on-line learning platforms with very short notice. They have already established new routines, check-ins and class meetings to ensure students stay connected to them and to each other.

Our students, your children, have adapted well to this new way of learning as teachers have ensured throughout the year that they routinely access Google and Teams classrooms to maintain their skills in this area.



19 August 2021

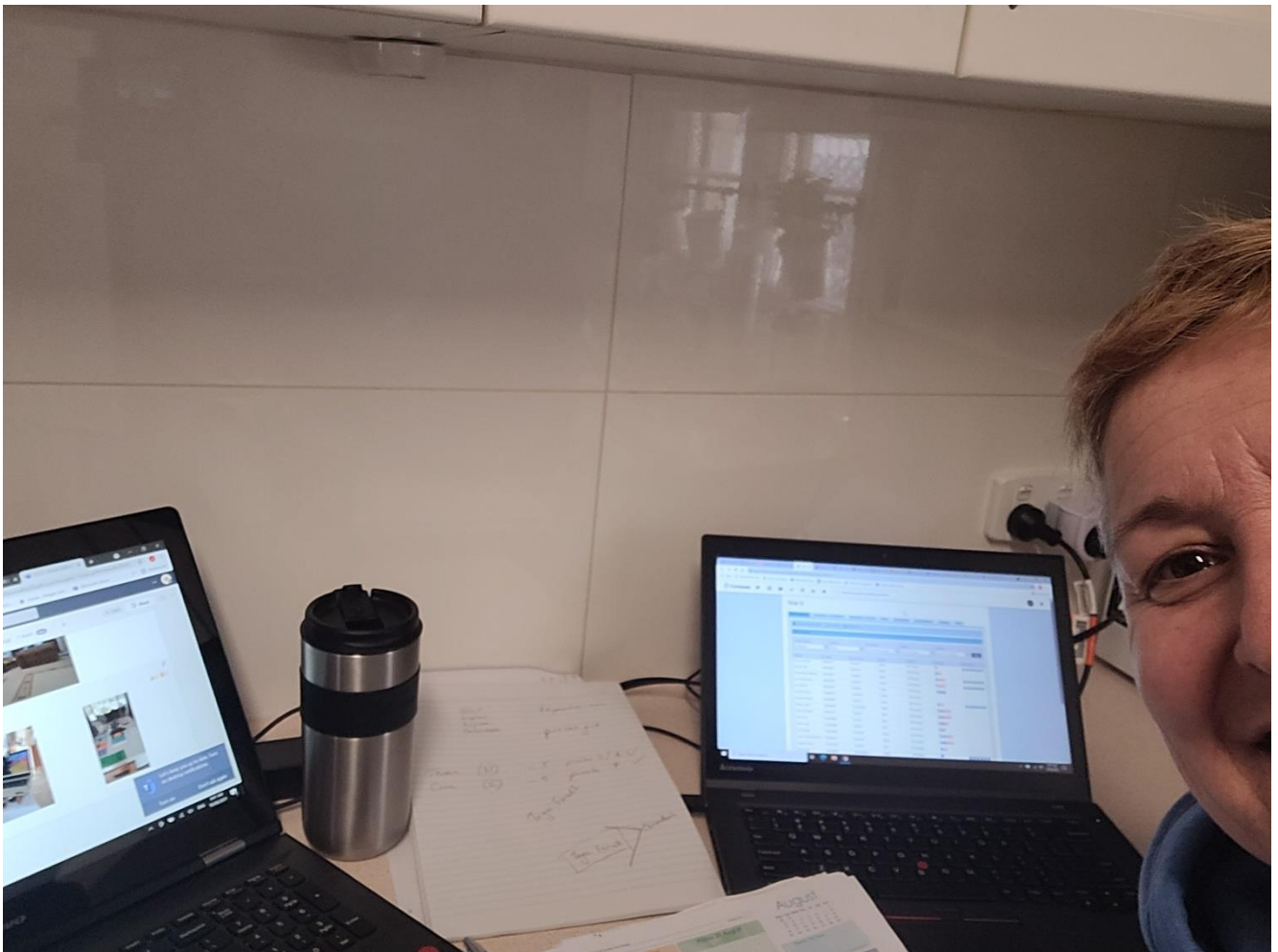
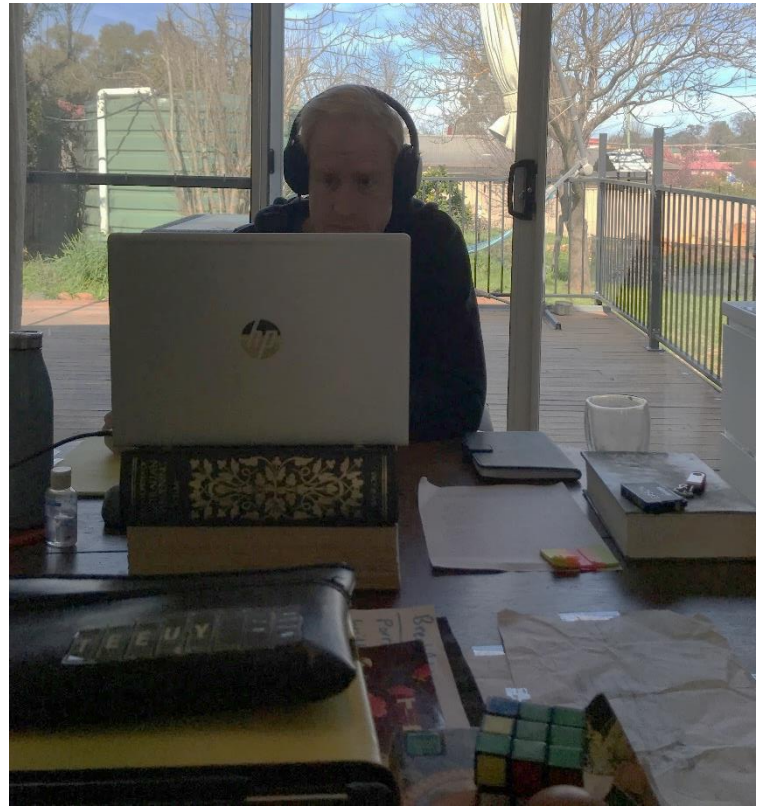
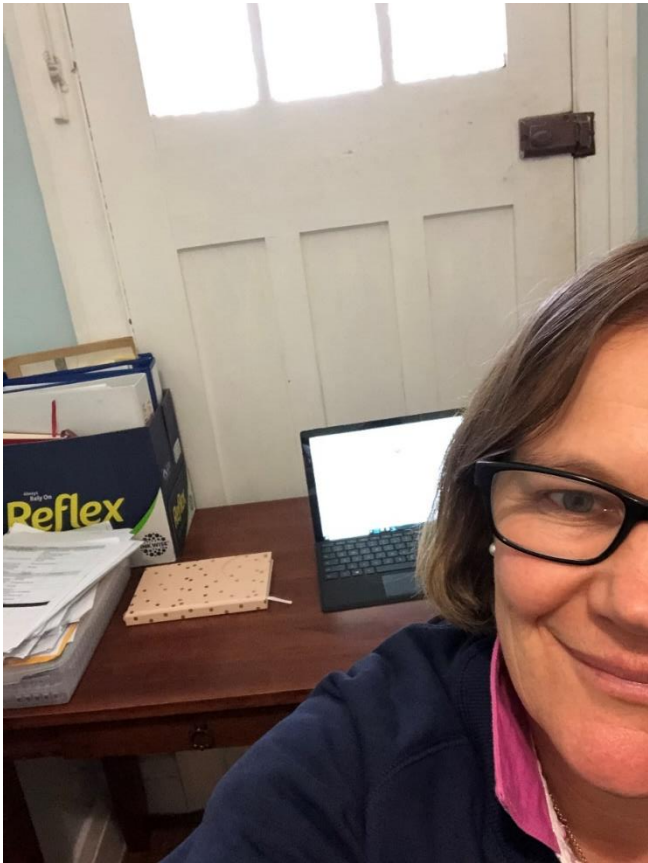
I thank all our parents and carers for once again taking on the role of overseeing and guiding your children's education. Please remember that we are here to help in any way – support is just a phone call away. Technology has been distributed to families as requested and printed resources have been made available to students who prefer to learn in this way. Teachers are marking student attendance from participation in learning and class meetings.

It is important for families that can do so, that children continue to be kept at home and engage in the current mode of learning. The Department of Education has directed that no more than 5 staff can be at school each day. We therefore have no teachers on site and only one casual teacher to supervise children of essential workers to access their online learning at school. Active teaching will not resume until the Department of Education directs a return to normal duties.

The resilience and commitment of our young people highlights their ability to sustain a focus on their personal goals and maintain their drive for success. Thank you for the huge amount of support that we have received at school. The strength of our community is our greatest asset and most prized achievement. Stay safe and stay well.

Our staff are being well supported while working from home as you can see in the photos below.





Student Attendance During Learning from Home

Students will be counted as attending school if there is reasonable evidence of participation in learning from home.

Teachers will record any student who has not engaged in an online classroom and parents will be notified by an email. If this occurs in three classes, the Wellbeing Co-ordinator (Ms Baines) and the relevant Deputy Principal will be notified, and parents will be called to discuss how the school can provide additional support.

Minimum standards of attendance will be determined from reasonable evidence such as:

- student completion of specific work during a set time allocated by the school (eg. worksheets, activities and online tasks that are submitted to the teacher by a specified date).
- student engagement with online lessons (eg. the teacher keeps a roll of student attendance during online lessons or students participate in online lessons).
- the teacher doing a virtual roll call or check-in.

Students who meet the participation requirements will be marked on the roll as having flexible attendance. Students who do not meet the participation requirements will be marked as absent (unexplained or unjustified). A student can also be marked absent due to sickness (with or without medical certificate), or leave (misadventure, unforeseen event, funeral) based on parent contact with the school.

Indigenous Work Experience at Ms.Stromlo Observatory

We are very proud of Rose Pearce-Collins, who has been selected to take part in an ANU run work experience program taking place at the Mt.Stromlo Observatory.

Rose put in her application and was successful. The program will be delayed due to COVID but when it does take place Rose will spend a week at Mt. Stromlo working with astronomers. We are sure she will learn a lot!



Year 11 Physics

Year 11 Physics recently completed a depth study where they looked at the production and interaction of sound. They were tasked with creating a musical instrument that could play the song *Twinkle Twinkle Little Star* and use their device to answer some deeper question about the nature of sound.

The students took to the task slowly at first, but it wasn't long before they had more questions than they knew what to do with.

The instruments they designed were varied but all played the same song well. Some students got really invested in their project and were trying to understand harmonies and beat formation.

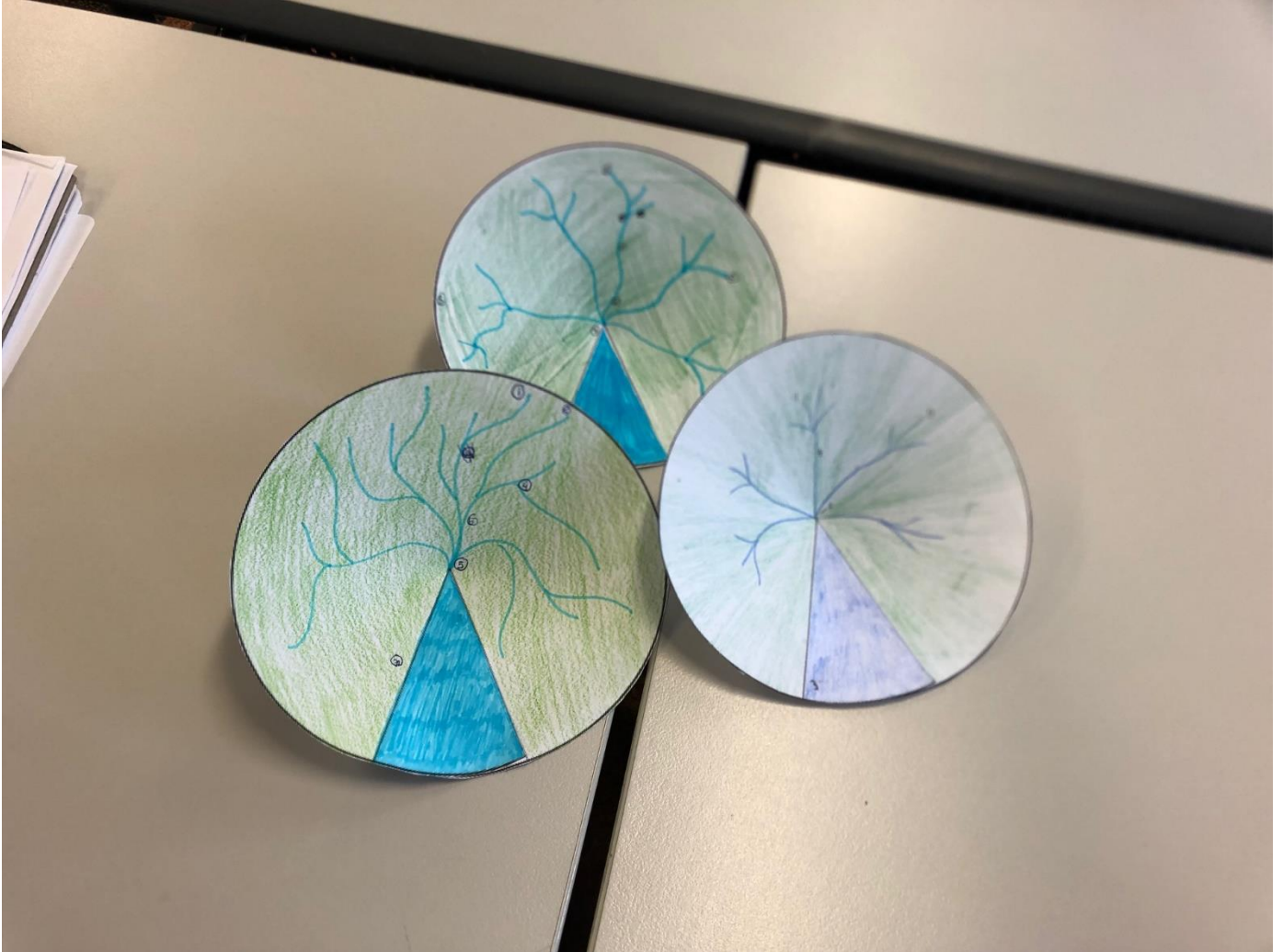
While some might see the deconstruction of music as something that takes away from the overall experience, students now have a greater appreciation for the way that artists design and create, not just musical instruments, but the music itself.



Year 8 Geography

Before lockdown Year 8 Geography got creative and created their own water catchments as part of the topic Water in the World.

This was in preparation for their Water Scarcity assessment that they are now working on.



Koori Catch Up Google Classroom

We are rebooting our Koori Catch Up classroom again. It's a good place to catch up, share funny memes, ask questions and keep up to date about upcoming events and important information. Jump on there to hear about art and writing competitions, scholarships and more!

The code is fyp75ha

Ms Vale

Online Learning Visual Art

Year 7 Cubist Portraits

The wonderful Year 7 students have been investigating the portraits of the Prolific Spanish painter Pablo Picasso. Pre-lockdown we were working towards creating a cubist inspired portrait out of clay.

Many students had started the design planning process and had very creative ideas for their artwork. The Year 7s have been able to work at completing a modified version of this task at home. Instead of clay, which not many of us have just lying around at home, they modified their design ideas to create a cardboard portrait.

We were lucky enough to have access to the National Gallery of Victoria's learning resources which included an instructional video. We encouraged students to try and be resourceful at home and make use of what is around them. This also encourages a sustainability focus and the upcycling of materials.

The Visual Art team at Yass High are working hard to create fun, engaging and accessible tasks for all students. Some of the Year 7 students have already completed this task!

Well done and happy art making.



Ethics Olympiad

- Is it possible for a joke always to be morally wrong, and does it's morality always depend on the context?
- Having both a good economy and a healthy environment is important. Which one is more important?
- Should people have the 'right to be forgotten' on the internet? Under what circumstances does this right outweigh other rights, such as the right to free speech and freedom of the press?

The 2021 Ethics Olympiad team has started working toward the competition in November. We have a fantastic team of Year 7,8 and 9 students who are reading the 8 case studies and beginning to think about how to discuss complex issues through the ethical frameworks we are learning about.

We had an all day training session for our new team members last week, with presentations and advice from philosophers and ethicists all around the world. We learnt a lot!

For now we are moving our Ethics Olympiad group online, and we will be meeting remotely to discuss our case studies. We are very proud of our students and how they are rising to the challenge of online learning so well.



Congratulations Sam

Congratulations to Samantha Boughton (our Sam) on being recognised with a Highly Commended award in the Australian Teacher Aide of the Year.

Sam has worked across the whole school, in a variety of support units as well as supporting students with behavioural and intellectual challenges in mainstream classes. In her current role, Sam works in our school's Supported Learning Class (SLC). Sam is an essential part of the unit's success, and her capacity to work flexibly and collaboratively makes her a beloved member of our school community.

Sam is a genuine all-rounder. Beloved by staff and students alike, no job is too big, too messy or too challenging. Whatever the need, Sam is the first one to put on a smile and volunteer.

Walking through the school with Sam is like walking with a celebrity, students calling out to her, wanting to give her hi-fives or to chat with her about their lives and families.

And despite the many students she works with, Sam always remembers those special details that help a child feel seen and listened to.

Colleagues appreciate her commitment and ability to maintain good humour despite all the challenges the school day brings.

Yass High School is proud of "our Sam" and believe she is a worthy recipient of this award.



School Attendance

Even during remote learning attendance matters, we just mark it in a different way. Your teachers will mark the roll based on your engagement with on line and hard copied learning.

Learning from Home - ATTENDANCE MATTERS

Minimum standards of attendance will be considered in terms of **engagement with learning activities** provided by the school while students are learning from home.

TIPS FOR PARTICIPATION IN LEARNING FROM HOME

Complete all
learning tasks set
by your teacher.
Submit on time.



Share your ideas.
Ask your teacher
questions.



Schedule your time.
Know when you
need to meet online.

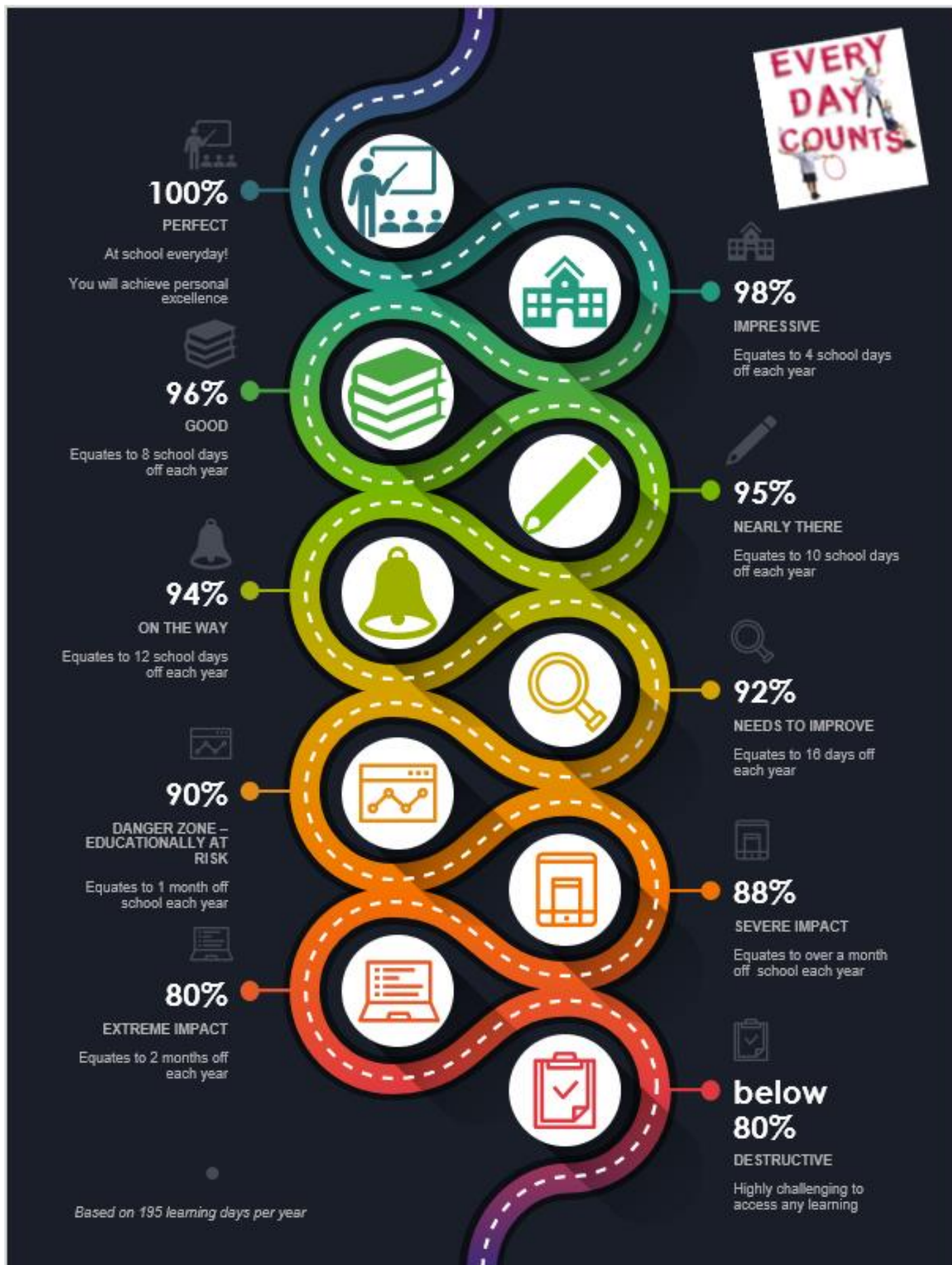


Stay connected to your
class and your teachers
by actively participating in
online classrooms and
virtual meetings.



Keep track of your what
work you need to
complete throughout each
day.





Students of the Fortnight

Maddison Vallendar (TAS)



Demonstrating a high level of practical competence in Industrial Technology - Metal

Lucy Palmer (English)



Successfully incorporating effective description into her creative writing responses

Cecelia Chambers (PDHPE)



Consistent application to all classwork and assessment tasks in the SLR course

Tristan Penfold (CAPA)



Conscientious and consistent effort in Art and Music

Luke Barlow (HSIE)



An outstanding Commerce
essay

Jessica Hansen (LaST)



Completing learning material
and improved emotional
regulation

Georgia Rawson (Science)



Focus on preparation for
Biology Trial Exam

Elisha Witham (Maths)



Outstanding effort in Maths

WEAR IT PURPLE DAY 2021

FRIDAY 27TH AUGUST 2021



Wear it Purple Day is about showing LGBTQ+ young people that they have the right to be proud of who they are. It is about creating safe spaces in schools, universities, workplaces and public spaces to show LGBTQ+ young people that they are seen and supported.

Every year thousands of schools, community organisations, universities and workplaces organise events across Australia, and through these actions, directly and indirectly, we'll reach hundreds of thousands of young people, meaning that young LGBTQ+ people will benefit from seeing the respect, recognition, love and inclusion that surrounds them.

THIS YEAR'S THEME IS "START THE CONVERSATION... KEEP IT GOING".

This theme focuses on the important and necessary conversations we have in our daily life; particularly those that centre around sexual orientation and gender identity. It aims to remind people that the issues we reflect on during Wear it Purple Day should not only be considered on that particular day... but every day.

If we are to empower rainbow young people to be proud of who they are, and who they might become, we need to encourage and support them each day in the classroom or workplace. The importance of pronouns and gender affirmation, as well as the use of inclusive language, is a great place to start.

"We hear from young LGBTQ+ people in our Wear it Purple Youth Action Council (YAC) and broader youth networks that they face fear of being rejected or discriminated against. Research shows us that 75% of LGBTQ+ youth will be bullied just for being who they are.

Our schools, universities, and workplaces can play an active and visible role to change this statistic, making it clear that this behaviour is not tolerated, and by consciously including rainbow young people so they know they are safe, and that they have the right to be proud of who they are.

The power of storytelling and visibility enables our rainbow youth to hear from those who have gone before them, their struggles and triumphs, and know that no matter where they're at right now, there is so much hope and a million possibilities awaiting them.

That's why we are inviting the community to wear purple on Friday 27th of August, and to Start the conversation, and keep it going"

- Ross Wetherbee, President – Wear it Purple

@WEAR_IT_PURPLE

WWW.WEARITPURPLE.ORG

/WEARITPURPLE

ABN 39 634 641 162 | PO BOX 166, POTTS POINT NSW 1335 AUSTRALIA



WHO ARE WEAR IT PURPLE?

- Community Organisation/Charity of the Year at the 2019 Australian LGBTI Awards
- 100% volunteer-run, from our youth leaders to the board.

In 2010, several rainbow young people took their own lives following bullying and harassment resulting from the lack of acceptance of their sexuality or gender identity. Wear it Purple was founded in 2010 in response to these global stories of real teenagers, real heartache and their very real responses.

WHAT'S HAPPENING AROUND US TODAY AND WHY IS THIS IMPORTANT?

75% of LGBTIQ+ youth in Australia will be bullied because of their identity.

80% will experience it at school. Because of this, LGBTIQ+ youth are up to 12x more likely to experience depression and up to 5x more likely to experience anxiety.

Source: Writing Themselves in 3, La Trobe University 2 6% general population (LGBTI People Mental Health & Suicide - LGBTIQ Health Alliance) vs 75% of trans / gender diverse youth (Trans Pathways, Telephone Kids). Higher rates experienced by people from regional / rural areas and Indigenous youth. 3 14% of the general population (LGBTI People Mental Health & Suicide - LGBTIQ Health Alliance) vs 72% of Trans and Gender Diverse Youth (Trans Pathways, Telephone Kids)

WHAT IMPACT WILL WEAR IT PURPLE EVENTS, CAMPAIGNS AND SUPPORT HAVE ON RAINBOW YOUTH?

One of Wear it Purple's priorities is to support schools to run Wear it Purple Day events to show LGBTQ+ youth that they are supported and that they belong. Wear it Purple provides free resources to schools and supports as many as possible with guest speakers from Wear it Purple's Youth Action Council. All donations and funds raised by Wear it Purple go to supporting LGBTQ+ youth.

WHAT CAN I DO TO GET INVOLVED?

Resources, communications support and donation hub can be found on the Wear it Purple website: www.wearitpurple.org

 @WEAR_IT_PURPLE

WWW.WEARITPURPLE.ORG

 /WEARITPURPLE

ABN 39 634 641 162 | PO BOX 166, POTTS POINT NSW 1335 AUSTRALIA