6 May 2020

From the Principal

Welcome back to a unique world of learning for Term 2. I would like to thank everyone for their patience and understanding with the timeliness of our communications with you. It is a hard balance between making sure people have information and communicating in an ever-changing situation. Add to this speculation in all media, it makes for trying and uncertain times for everyone. My only response to these conflicting messages is for me to assure students, parents/guardians, teachers and our community that we will always try to do our very best to make the most of a difficult situation. We are coming from a good place – one where we want to make your experiences of remote learning as positive and as simple as we can.

The strength and competence of any organization is tested in such circumstances. The team at Smithfield State High School from ancillary and support staff, administrative staff, teacher-aides, teachers and every level of school management and leadership have stepped up. I would like to take this opportunity to thank our staff across the school, who have all played a significant role in helping to support our students and families. In addition to our teaching staff who have been working to support students online while also supporting the supervision of those in attendance, our office and front line staff have assisted numerous families in a calm and supportive manner, our information technology team have provided hardware and software support, our non-teaching team have provided support and supervision in range of areas across the school and our cleaning and grounds staff have been working tirelessly to continue the development of our school.

It is important to recognise however, that problems will no doubt continue to arise through this new environment. Our task is to support each other as best we can in the coming weeks, and I am confident we are well prepared to deal with the challenges on the horizon. How we deal with these challenges will be an important learning experience for our kids, as they look to us for guidance on how to manage the significant changes we are experiencing.

Numerous parents have contacted me with appreciation for our communications and high level of trust in such dynamic circumstance and as I have said in those communications this speaks volumes for the broader Smithfield State High School community. Continuity of learning is essential, no matter what form or format it takes over the coming weeks or months our young people cannot forego their schooling. Parents who opt to keep their children at home also take on responsibility for monitoring that continued connection to schooling as I know many parents are.

Transition back to school-based learning

As you may be aware, the Premier has announced a further step in the deliberate and measured approach towards students returning to school. Already, children of essential workers, vulnerable children and children in designated Indigenous communities have been attending school since the April break. Following this announcement, from Monday 11 May, 2020, students in Kindy, Prep, Year 1, Year 11 and Year 12 will be able to return to their school or kindergarten. The decision to allow this group of students back to school is in line with the progressive relaxation of measures across the state as part of the Government’s response to COVID-19. For students in Years 2 to 10, the current home-based learning arrangements will remain in place at this time.

The Premier has also announced that if low COVID-19 transmission rates continue, students in Years 2 – 10 will be
able to return to school from **Monday 25 May, 2020**. Confirmation of this step will be made by 15 May 2020. The decision and plan to transition back to school-based learning is supported by Queensland’s Chief Health Officer.

**Facilities Update**

Centre of Athlete Development and Performing Arts (CADPA)

Construction is well and truly underway on our new $12 million state of the art sports and performing arts complex. The scale of the construction certainly hits home when you not only view our drone footage but also see the hive of activity across the building site. The building footprint expands across 1 acre of land, just to give you an indication of the true size of the building. Within this newsletter, we have included all facets of information relating to this build – drone footage, artist impression and the recent newspaper article announcing our new building to the Cairns community. This is an exciting time for not only our school community but also the communities within the Northern Beaches and I will continue to update you on the progress throughout the construction.

Remember to keep safe, aware of your wellbeing and look after one another during this time – we are all in this together. Together we stand strong as a Smithfield State High School community.

*Mr Frank Brunetto*

*Principal*
Senior School

I hope that senior students have had a productive start to Term 2 using the remote and flexible learning platform via our Student Portal. While this type of learning if very different to what students are used to, we encourage them to stay positive and maintain communication with their classroom teachers for support and feedback. We look forward to Year 11 and 12 students returning to school-based learning on Monday 11 May.

As per earlier communication, the Queensland Curriculum and Assessment Authority (QCAA) informed schools that one of the summative internal assessments for both General and Applied subjects would be removed from the assessment requirements for Year 12 students. This decision was made to alleviate the pressure currently faced by senior students, teachers and school communities.

This means that Year 12 final subject results in General subjects will be calculated from two internal assessments and one external assessment. In Essential English and Essential Mathematics, it will be two internal assessments and a common internal assessment developed by the QCAA. In all other Applied subjects, it will be three internal assessments.

Please be assured that:

- students will be able to achieve a Queensland Certificate of Education this year, and that certificate will facilitate access to further education and employment.
- any revisions to school assessment programs will be made with students’ best interests in mind and to honour the intent of the learning described in the curriculum.
- equity in assessment will be maintained while also providing flexibility to accommodate the specific needs of individual students.
- revisions to assessment programs will not compromise the integrity of senior certification and public confidence in the credentials issued to this year’s senior students.

Students and families can stay up to date by visiting the QCAA website below:

https://www.qcaa.qld.edu.au/

in particular the following link has some fact sheets and frequently asked questions for students and parents/carers


Our senior school team will continue to support students and provide updates on all senior school matters. This will include information for students who wish to apply for University as well as continue to support students to obtain Vocational Certificates. If you have any questions please contact the office to speak with someone in the senior school team:

Year 11 Dean – Mr Ralph
Year 12 Dean – Ms Collins
Senior School Head of Department – Ms Denzin
Senior School Deputy Principal – Mrs Kaggelis
Guidance Officer – Mr Wilson

Mrs Alison Kaggelis
Deputy Principal – Senior School

Middle School News

I hope all of our Year 9 and 10 students have enjoyed engaging with their subjects via remote learning so far this term. Remember this is a challenging time for everyone and the Middle School Team is here to support you with your daily wellbeing, navigating the work, organising your daily timetable, creating study plans and setting deadlines, or making contact with teachers.

Typically Term 2 is a busy time for Year 9s and 10s. We start talking to the students about their pathways into their final years of schooling and for Year 10s we start the subject selection process for Year 11 and 12. This process usually involves subject talks from HODs, a parent information session, and the booking of Senior Education and Training Plan (SETP) meetings with the school so students can select their subjects. We are currently considering how we will run this process for 2021 and will be in contact with our Year 10 students and parents in due course to outlined the process. Rest assured that our Year 10 students will be supported during their subject selections.

Please let me know if there is anything I can assist you with –

Ms Murgatroyd
Positive Behaviour for Learning

Learning at Home

Working with children at home can be a challenge at times. However, strategies that work in the classroom can also work for parents and carers at home.

Teachers have shared the following effective strategies to help your children achieve success while learning at home:

1. **Teach** the behaviours you want your child to use
2. **Model** what the behaviour looks and sounds like
3. Give practice
4. Provide feedback

**Teach**

Start by using the same expectations as your child’s school. At Smithfield SHS we have three key expectations:

- **Be Safe**
- **Be Respectful**
- **Be a Learner**

The school’s Positive Behaviour for Learning Team have taken these expectations and described what these may look like for students learning at home.

<table>
<thead>
<tr>
<th>Independent Learning</th>
<th>Be Safe</th>
<th>Be Respectful</th>
<th>Be a Learner</th>
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<tbody>
<tr>
<td></td>
<td>Set up a suitable area as your workspace free of distractions including social media. Keep your area tidy and reduce clutter.</td>
<td>Let others in your home know that you are getting ready to do school work. Share equipment and resources with other family members. Ask for help if necessary.</td>
<td>Have a go at all set activities. Keep focused and set yourself short term work goals. Make a note of any questions for your teacher. Keep a record of achieved work and send completed work to your teacher on time. Give yourself a reward when you have completed tasks.</td>
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<tr>
<th>Accessing work online</th>
<th>Be Safe</th>
<th>Be Respectful</th>
<th>Be a Learner</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Turn on anti-virus software. Only go to sites listed by teacher.</td>
<td>Follow instructions carefully. Let your teacher know if you encounter problems.</td>
<td>Note down questions to ask your teacher if anything is not clear. Save your learning platforms as bookmarks so they are easy to find again. Keep a discreet record of your passwords for each platform, or use the same password for different logins.</td>
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<tr>
<th>Video Conferencing</th>
<th>Be Safe</th>
<th>Be Respectful</th>
<th>Be a Learner</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Turn on your video. Be ready to start on time. Mute your microphone unless it’s your turn. Speak respectfully to your teacher and peers. Stay on till the end.</td>
<td>Use chat or put your hand up to ask questions and make contributions. Make a note of any follow-up tasks.</td>
<td></td>
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<tr>
<th>Wellness</th>
<th>Be Safe</th>
<th>Be Respectful</th>
<th>Be a Learner</th>
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<td></td>
<td>Connect with positive people in your digital social network. Continue to social distance and practice good hygiene habits.</td>
<td>Join in with family activities. Be willing to help others.</td>
<td>Participate in physical activity every day. Eat a healthy diet. Practice mindfulness. Get plenty of sleep. Take regular “brain breaks” when working at home. For more ideas, access the Wellbeing Link on the Student Portal.</td>
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Take some time to sit with your child and discuss what these expectations will look and sound like for each routine. Phrase expectations and directions positively – state what you want your child to do, rather than what they should not do. For example:

- **State Positively**: “Time for schoolwork. Come and sit at the table now.”
- **Avoid negative comments X**: “Get off your phone and stop wasting time!”

Once you have established your home expectations, it is important to teach and model the expected behaviours.

**Model**

Young people learn by watching what adults do. Model the behaviours that you want your children to use. For example, by remaining calm when dealing with problem behaviour you are giving a powerful message about how to deal with difficult situations.

**Practice**

Practice improves confidence and skill. It can take lots of practice before students start to use a behaviour as a matter of course. Be patient and provide lots of practice opportunities. Sometimes it may be useful to provide brief reminders of the steps in a routine or have a visual reminder of the steps to be completed.

**Feedback**

Catch your child doing the right thing and give them plenty of positive feedback when they do what is expected or responds to your instructions. Recognise and reinforce the wanted behaviour as soon as you see it by stating what your child did in a positive way. For example:

- “You were ready on time. Well done.”
- “You finished all your schoolwork today. Nice job.”
- “Thank you for helping your brother”.

Pay minimal attention when your child does not follow expectations or is slow to carry out requests. Instead, stay calm and give a brief reminder of the expectation. Walk away to allow some take-up time then praise your child when they comply. If you need to, apply a logical consequence, but avoid making threats or giving harsh punishments. Try to separate the behaviour from the person – make it clear that you are...
not happy with the behaviour, but try to keep your emotions in check.

We hope that by using these strategies, your life and your child’s can be easier and less stressful through these challenging times. The good news is that you are supporting your child to be an independent and resourceful young adult in a world that will rely more and more on digital learning in the future.

**Attendance Matters!**

Welcome back everyone! We appreciate the start of this term may be a little difficult and challenging through these tough times, but while the way we live, learn and work might be different, what we can say is keep up the wonderful work, you as parents are doing so your student/s can achieve the best educational outcomes whilst learning through a remote and flexible learning mode.

During this difficult and challenging time I would like to remind students/parents that our staff have prepared for remote and flexible learning and it is expected that all students and parents support the learning mode that has been put in place.

We would like to remind all students and parents of the following:

- Set a routine for work/study for the day.
- Find an appropriate place to set up your study desk/area that will be conducive to study but easy for someone to check you are working.
- Work through your subjects. (advice on this will change from regular updates)
- You will be set tasks to ensure learning continues – please attend to these as the deadlines indicated by your teachers.
- Have breaks around the usual time. It is important to eat well, sleep well, exercise and stay well hydrated. Continue to follow the hygiene routines we are all made aware of.
- Limit social media during the learning day.

Here is a link for taking care of your mental and physical health and wellbeing during this difficult and unprecedented time: https://smithfieldshs.eq.edu.au/calendar-and-news/news/wellbeing

The wellbeing of our students and parents/carers is important to us please take good care of yourselves and feel free to communicate and reach out to our wellbeing staff:

**Maureen Sweeney – Community Education Counsellor**

**Brett Wilson – Guidance Officer**

**Dave Kirkpatrick – Youth Engagement Teacher**

**Jenni Millsteed – Youth Support Coordinator and Attendance Officer**

**Nai Tuuut – Chaplain**

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**Science**

Science has hit the ground running this term and it has been great to see so many students engaging under such challenging circumstances! Science courses across all year levels are running online classrooms through the Learning Place and an interactive classroom each week through Blackboard Collaborate Ultra. The weekly overview for each science course can be found on the Learning Place and outlines the lesson topics, Blackboard Collaborate Ultra session times as well as the tasks that students are required to submit to their teacher via the Learning Place. Students should also be following the Lesson Guide which lists the tasks and the resources needed for each lesson. Teachers are regularly emailing students using their school email address so it is important that students regularly check this so they keep up to date. If there are any questions about the Science Learning Place classrooms, please contact your science teacher.

**Supporting Students with Disabilities**

Hello to all the parents of students who are case managed at Smithfield SHS. COVID-19 may have changed the way we deliver our students’ learning but it continues. By now, your case manager will have made contact with you by either SMS, phone call or email. Please check emails each day. We are here for you if you have any concerns or need assistance to access any of the learning at home resources. Please stay connected with your case manager and let them know the best way to contact you.

For students in Functional classes (Functional Maths, Functional English etc.), the Special Education teachers have created Learning Place - Ed Studios for each student. These Studios are accessed through the Student Portal below:

https://qedu.sharepoint.com/sites/2159/students/SitePages/Home.aspx

Remote and Flexible Learning – Year level – Functional Programs and then click on your student’s name. If you have not accessed your child’s Ed Studio or not requested hard copies of the work, please contact your case manager on 40584318.

I would also like to bring your attention to the mental health resources that are on the Functional Programs page. In particular, the Smiling Mind Program is very good. Research has shown that students, who participate in daily Mindfulness exercises, increase their levels of concentration and are better able to deal with issues as they arise. The Smiling Mind program
is free. Just Google Smiling Mind or click here and create an account. There is a new section for families. If you are concerned about your child’s mental health please contact your case manager for a referral to our Social Worker, Nai Tuuut.

Finally, students who are learning at home should have submitted work to their teachers. If you have any difficulty with submitting work, please contact your case manager and we will work out a way for you to get the work to the teachers. Congratulations to all the students who have submitted work to their teachers!

Stay safe – stay connected with your case manager – do not hesitate to ask for help if you need it.

Christina Tanzer – Head of Special Education Services

English

If you’re like us you’ve probably become an expert in about 28 different types of online platform and have an honorary degree in running software. Or maybe you’re negotiating your way through worksheets, readings and textbooks. Either way we are all learning something!

The English faculty is running a few different online platforms to deliver lessons to students and the staff have put together excellent units for the students. The alternative paper versions are also available from the school.

For online learning we are predominantly using The Learning Place, but some teachers have expertise in platforms like Edmodo, OneNote and Moodle and these are working well for those students. We have had good uptake of work on the platforms, and encourage anyone who needs assistance to contact us and we can guide you through this virtual world.

This term year 7s are planning a persuasive speech about a significant public figure. Teachers will guide students around who to choose for this speech. We will learn about amazing and influential people like Rosa Parks, Nelson Mandela and Greta Thunberg, to name a few.

Year 8s are either reading a novel so they can write an essay (perfect time to read a novel!) or preparing a narrative. Which one will depend on the teacher they have. Hopefully students are enjoying reading Don’t Call Me Ishmael or The Fault in Our Stars, or Waterhole. If they’re preparing for the narrative, then hopefully they have plenty of time to dream up some stories of their own. Students, don’t forget to have some down time from screens to let your imaginations run free.

Year 9s are preparing to write a speculative fiction narrative. That means they can choose from genres like science fiction, fantasy, paranormal or dystopian. The current situation might inspire some interesting stories we think.

Year 10s are working on Romeo and Juliet. Hopefully everyone has picked up their copy from school. We are negotiating to offer an online masterclass from the Grin and Tonic theatre company to support the students with this. We’ll let you know if and when that occurs.

11 English are working on the novel and film unit. Their assessment is coming up soon so they should be busy reading/watching and deconstructing the texts. 12 English is doing a similar task with different texts. Engagement with online learning has been good. Keep up the great work seniors!

Year 11 Essential English students are preparing for their career expo and should be researching different careers. 12s are preparing for the Common Internal Assessment. This will now occur in term 4 and we will revisit it then. After week 5 they’ll move onto the next unit.

11 Literature are preparing for their spoken imaginative task based in The Catcher in the Rye and 12s are doing a similar task based on a Chinese film called Raise the Red Lantern. They have been engaging well. Go team Literature!

Our year 12 Extension English and Literature students have done exceptionally well on their first task. We are so pleased for them! Since they were already using OneNote they are experts on that platform.

Again, anyone who needs help only needs to contact their English teacher. We are only too happy to assist.

On-line learning – Philosophy and Action and Languages.

Languages:

Junior: All work is accessible through the student portal. An Ed Studio has been set up for students to collect their resources for each two week unit.

Work is provided either as PowerPoints, worksheets and/or Web based activities. Students are to download the work so that they do not have to connect back to the Internet.

Students who complete their work electronically can email their work directly to their teacher. If students are completing the work in their notebooks, please take a photo and send it to the teacher. Alternatively, hard copies can be dropped off at school.

Assessment for Year 7 French and Year 7 and 8 Chinese will occur in Weeks 9 and 10.

Year 8 French has a cultural assignment draft due Week 3 and the final due in Week 4.

Senior: All senior students should be working through OneNote. If there is an issue accessing this, please contact you teacher directly.

Philosophy

Juniors: All work is accessible through the student portal. An Ed Studio has been set up for students to collect their resources for each two-week unit.

Work is provided as PowerPoints with a corresponding worksheet. Students are to download the work so that they do not have to connect back to the Internet.

When students have completed their work, they can place their work in a drop box found in the Ed Studio on the student portal. There is a drop box for each teacher. If there are difficulties doing this, please email the work to the teacher directly.
Both Year 7 and 8 will complete a task at the end of their unit in Week 9. The reflections that students are submitting for each of the units will also be part of their assessment.

Senior: Students are working through OneNote or eLearn. Any concerns, please contact the teacher directly.

Year 11 students are working on their extended response task for the next four weeks, with the draft due in Week 5.

Year 12 students are continuing with their assessment task which will be due later in the term – Week 8.

If there are any concerns, please email the Head of Department – Janette Courtney – on jcour17@eq.edu.au

Mathematics

Welcome to term two. Thank you for all your support in these challenging times. Teachers have been working very hard to provide the students with as much work as they can to ensure that they do not fall behind. The students can assist their learning from home by following a few guidelines below.

For the student:

• Access your email on a regular basis to ensure you are keeping up with all the messages from your teachers.
• If you do not have the internet, please organise to collect materials from the school, including the textbook.
• Access your work from the Learning Place by printing off lesson plans, worksheets, watching power points or internet links.
• If your teacher has organised a Blackboard lesson, ensure to access these through the Learning Place and be an active participant.
• Ask for help from your teacher if you are having difficulty with the work via email if possible, or by phone through the school.
• Teachers will be sending home worksheets and activities for you to complete via the Learning Place. Please send these back to your teacher so they can track your progress.

Assessment

• Students in Year 7-10 will receive a diagnostic test from their teachers in week 5. They will be able to complete this at home at submit through the learning Place or hand in to the office.
• Students in year 11 will have their IA2, at this stage, in week 7 of this term.
• Students in year 12 do not have another assessment (IA3) until week 5 of term 3.

Humanities

First, thanks to everyone who has been supporting learning in Humanities over the past few weeks. I can assure you that all Humanities teachers are working harder than ever to ensure every student has the opportunity to continue learning during this time. Like all things, the more you practice the better you get and this is the same with remote and flexible learning. So keep it up if you are learning or supporting your student from home because it will get easier.

Year 7 students are learning about liveability and what makes a place liveable. We will be having a particular focus on our local Northern Beaches area and what makes it such a great place to live. This includes, recreation resources like parks, ovals, sporting clubs, fishing and bike paths and Infrastructure resources like roads, buses, schools and hospitals. Finally, the natural environment around us like beaches, mountains and rainforests. So if you are out taking a walk with your Year 7 student in your area take note of what you can see which makes it such a great place to live. Also take note of what could be improved!

Year 8 students are investigating catchments and rivers and are focusing on our local Moon River Catchment. Students are learning about why our rivers are so important and what are some of things like noxious fish and plants, pollution and development which threaten our local rivers. If you are out with your Year 8 student now is great time to head down to Cattana Wetlands or Moon River and take note of what you can see and how healthy the catchment is.

Year 9 students are studying finance in particular bank accounts and how they differ and have different needs. As our Year 9s move into ‘working age’ this unit is great for getting them to understand what bank accounts are out there which will suit their spending and saving needs. This is also a great opportunity to talk to your Year 9 student about money as Australian parents rank one of the lowest in the world in terms of ‘talking money’ with students. Financial literacy is very important.

Year 10 students are studying famous and inspirational human rights leaders. They need to choose a person who inspires them and explain why they are were so influential in the past and why they are still relevant today. The learning in this unit is more about being able to note take and research skills.

In terms of our Year 11 and 12 students learning has also not slowed and from talking to our Senior Humanities Teachers our students are adapting to these new conditions better everyday.

Finally it is important to remember that Humanities is about learning the world around you not just in a classroom. Every walk or trip you take make the most of the learning opportunities that are present.

Technologies Remote Learning Update

I would like to first congratulate all the students that have been actively engaging in the supplied online work during this time. It is not easy having to adapt overnight while maintain continuity in your learning so once again, well done. Secondly, I would also like to thank my Technologies teachers. They have put in a tremendous amount of extra hours preparing this work whilst staying on top of marking and their continued planning.
The Technologies faculty work has three tiers that are crucial to the forward progress of learning. These are Expectations, Communication and Moderation.

Students should be actively engaging in the subject and the expectation that is they complete the work set by the teacher. This means, check your emails daily for announcements and also read the students notices on the student portal.

Every Technology subject will have a Learning Intention and Success Criteria for each week’s set work. Students need to read these carefully and seek clarification or check for understanding with their teacher.

As a result, communication is very important. I strongly encourage students to step up and take ownership of their learning and seek clarification or assistance from their teacher. They can do this by emailing them directly. Teachers will also be communicating to students and parents/carers via phone and email.

The last tier is moderation. For teachers to check progress and assessment or tasks we have set up a Technologies dropbox. This Dropbox is used to submit work digitally and also receive timely feedback. Please inform your teacher via email once you have submitted work or a set task. Teachers would have already emailed you if you are to submit via the Dropbox.

**Student DropBox Link**


Please make your first point of contact to your teacher and email the HOD of Technologies if you have any further questions and require assistance.

**Home Economics**

Both Years 7 and 8 Home Economics classes have online lessons available through the student portal link. Year 8 classes will follow a link from the student portal to the Learning Place where their work is updated weekly. Year 7 classes can also follow the student portal link. This link will direct students to the online Home Economics folder. In here, students can view weekly folders for the required work.

**Food Studies**

Year 9 Food Studies students can access their work which is found by following the student portal link. This link will direct students to the provided work on the learning place.

**Digital Technologies**

Both Year 7 and 8 Digital Technologies students are currently exploring Game Design and Computational Thinking. Students can access the provided work by following the Student portal link which will guide them to online work set for each week. In these weekly folders students can view videos and task resources. At present, students should be working towards finishing their game storyboard.

**Industrial Technology and Design**

All senior and junior woodwork and metal work subjects are located by following the student portal links. These links will take students to their online subject folder where students can access the required weekly work to complete.

**Design**

Senior Design students can access the course work by following the student portal link. From here students will navigate to the Senior Design online folders which has weekly work requirements.

**Entrepreneurs of Tomorrow (EOT)**

Both Years 7 and 8 EOT students can access the weekly work by following the student portal link. The link will take students to online folders where they can find the set work for each week.

**Internet of Things (IOT)**

IOT is a computer based subject where BYOD has always been a requirement for successful participation. Both Years 7 and 8 IOT students can access the weekly work by following the student portal link. The link will take students to online folders where they are enrolled in a GROK learning course. Students are encouraged to access their email to also find the GROK learning course link.

Kind Regards

David Mayes  
HOD Technologies  
E: dmaye17@eq.edu.au

Across the Arts our teachers have overcome the challenges of online delivery by adjusting and rewriting units for continued success for our students. The nature and context of the Arts is largely practical. Our platforms and programs created at this time have been devised to continue to engage students to develop skills, confidence and creativity in their specific subject contexts. Arts teachers have missed the interaction of the classroom during restrictions, but look forward to sharing and celebrating the work and products of their students when we all return.

*(Ms Majella Fallon HoD The Arts)*

**Drama**

Drama units are being delivered through two online platforms;  
Junior drama: edStudio on the Learning Place  
Senior drama: Onedrive

It has been challenging for teachers and students with most planned units for Term 2 being practical group work. Instead, some units have had to be re-written and others put on the chopping block. Junior drama has also experienced a personnel change as we welcome Miss Stewart and Mrs Callaway to the teaching team. Both are enthusiastic about joining the Drama team and look forward to teaching their Year 7 Drama classes. One of the more exciting opportunities to arise from our current climate is the willingness for major theatre companies to stream past performances on the Internet. Students have been encouraged to watch professional
performances from The National Theatre in England including; Treasure Island, Twelfth Night and Frankenstein.

Moving forward, the Drama Teaching team will continue to be available to provide quality feedback as students submit work through their designated platform. Teachers are also available through email.

Dance

Online learning and a practical subject like dance seem incongruent. However students have been engaging in online practical lessons with a variety of teachers and styles. It has forced me to create units of work that lend themselves to the virtual world. Year 8 are developing their Tik Tok skills, Year 9 are creating music videos and Year 11 site specific choreography.

Visual Arts

Our Senior visual arts students have been continuing work on their second piece of assessment for their first units, in which they have been developing their conceptual art skills through experimental and resolved works. While COVID-19 has had vast negative impacts, it does lend itself the opportunity to get creative and to meet their criteria of using materials and mediums in innovative ways!

Year 11 students have been working through a reverse chronology assignment which sees them researching artists from different time periods and emulating their processes and approaches through experimental works of their own. They will present their findings in a multi-modal presentation. Year 12s have been continuing to work on their body of work, the focus of which had been decided on during their first assessment where they developed and investigated an inquiry question based on an excursion to Holloways Beach.

Good luck students! Miss Boreham is only ever an email away!

Visual Arts in Practice (VAP) is predominantly a practical subject so we have tried to include as many practical tasks as possible. We have tried to take the work back to a minimum to support students workload from home. The idea being that for art students we aim for quality not quantity. Work for VAP and Year 10 Art is to be submitted on a Friday afternoon. This will allow the teacher to check submissions over the weekend and provide feedback on Monday. If finished early though students are welcome to submit any time. I am available via email if anyone wants or needs clarification please don’t hesitate to drop me a message rjwii0@eq.edu.au I’m really excited to see what work students produce this term and look forward to staying in touch. Ms Wii

Junior Visual Arts

This is an exciting time for Year 7, 8 and 9 art students who are eagerly posting their artworks to Padlet for their teachers and friends to view. Any students having trouble signing up to Padlet.com and inviting their teachers to see their work are encouraged to email their teachers to trouble shoot and get set up. Students without laptop or internet access are being provided with a hard copy of the power-point upon request through the front office at office@smithfieldshs.eq.edu.au and should save their work to bring in when school resumes. Here is a small selection of some of the outstanding artworks being created. Parents should be proud of the quality of work being produced and we would also like to thank parents for stepping into the role as teachers –you all get an A!
In this challenging time students are turning to media to stay connected, informed, entertained and most importantly engaged with education at home. Film TV and New media units have been mindfully changed to fit to this new online learning model, using programs that are accessible at home without having to pay costs or membership fees for programs or online platforms.

Yr 7 Media students have been accessing pixel game character animation to make an original game character that will have action and movement. These characters are similar to the style of Minecraft, Krunk and Roadblocks. The student is to design, create and make their pixel character come to life.

Yr 8 Media students are learning line animation to create an animated cartoon with a real live action.

Yr 9 Media students are currently creating and script for a podcast. Once scripted they are then to record and edit an engaging podcast that could be developed for a podcast series.

Yr 10 Introduction to Film and Television students are storyboarding and filming a horror movie centred on a central theme while using their home and the environment around them as the location.

Yr 11 Film TV & New Media students………………… are working on a short film idea, to be created for entry into Australian short film festival.

The concepts have already started and fit across a wide range of genres.

Yr 12 Film TV & New Media students………………… are working on their final production; a film inspired by a dreams or nightmare. This is the last opportunity our senior students have to use all their developed production skills, special effects and storytelling techniques to produce a final film to be proud of.
**Instrumental Music**

While we are unable to play together, Instrumental Music is still going strong. Resources have been made available to students through a new Instrumental Music website that can be accessed through the SSHS Student Portal.

We also received a very exciting delivery at the beginning of the term: five shiny new marching drums!

Students can look forward to using these when band rehearsals resume later this year.

If students have any questions or problems, please email your teacher.

*Brass Woodwind: Mr Nicholls, cnich193@eq.edu.au  
Percussion: Mr Christodoulides nchri72@eq.edu.au  
Strings: Mr Kwan cckwa0@eq.edu.au*

**Music**

Our music students have been connecting online using padlet. This platform allows students to share links, research and share views. Our junior music students are currently developing their knowledge and skills of musicology. Musicology is evaluation through the analysis of music, identifying music elements to support purpose in music.

**Year 10 Music** are engaging with Identity through the Eyes of Music.

Students are encouraged to explore music of other nations. Music can be used as an instrument for not only individual self-expression, but also nationalistic self-expression and even as a global unifier.

**Photography**

Yr 10 and Yr 11 photography students are exploring the conventions of product photography for advertising with the outcome of a practical photography folio.

**Queensland Aboriginal and Torres Strait Islander Foundation -2020 Creative Arts Competition**

**HPE**

**Learning Platform**

The gateway to Health and Physical Education at Smithfield State High School is accessed through this link below:

https://qedu.sharepoint.com/sites/2159/students

Students will then follow the links and access the course materials in OneDrive.

OneDrive is an excellent platform as it operates very similar to a computer hard drive. It also allows me as Head of Department to identify exactly which students have accessed resources and when.

**What to do if students need assistance or need to submit a task?**

If students need assistance for a HPE subject they should contact their teacher directly. Emails and phone numbers for all teachers can be located on the website or Learning Place.
Units of Work and Upcoming assessment?
This may be adjusted at a later date.

<table>
<thead>
<tr>
<th>Unit</th>
<th>Focus Area</th>
<th>Due Date</th>
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</thead>
<tbody>
<tr>
<td>7HPE</td>
<td>2.1 I can make good decisions</td>
<td>T2W8</td>
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<tr>
<td></td>
<td>Focus Area: Alcohol and other drugs (AD)</td>
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<tr>
<td></td>
<td>In Class Assignment</td>
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<tr>
<td>8HPE</td>
<td>2.1 My decisions my life</td>
<td>T2W7, T2W8</td>
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<tr>
<td></td>
<td>Focus Area: Alcohol and other drugs (AD)</td>
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<tr>
<td>9HPE</td>
<td>2.1 Community health (bullying and anxiety)</td>
<td>T2W8</td>
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<tr>
<td></td>
<td>Focus Area: Mental health and wellbeing (MH)</td>
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<tr>
<td>9HPX</td>
<td>2 Tactical awareness</td>
<td>T4W8</td>
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<tr>
<td></td>
<td>Physical performance video/folio</td>
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<tr>
<td>10HPE</td>
<td>2 Motor learning and tennis</td>
<td>T2W8</td>
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<tr>
<td></td>
<td>(or teacher choice of physical activity)</td>
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<tr>
<td>General</td>
<td>Strand: PE</td>
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<tr>
<td>10HPE</td>
<td>Coaching Adolescents</td>
<td>T2W8</td>
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<tr>
<td>Applied/</td>
<td>Category: Games and sports</td>
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<tr>
<td>VET</td>
<td>2. Project</td>
<td>T2W8</td>
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<tr>
<td></td>
<td>(deliver a planned coaching session to class)</td>
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<tr>
<td>11OED</td>
<td>Unit 1</td>
<td>T2W6</td>
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<tr>
<td></td>
<td>Module two</td>
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<tr>
<td></td>
<td>Bushwalking - Essential planning for bushwalking</td>
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<td></td>
<td>Formative: Investigation report 600-800 words</td>
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<td></td>
<td>Due T2W6</td>
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<tr>
<td>12OED</td>
<td>Unit 3</td>
<td>T2W6</td>
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<td></td>
<td>Module six</td>
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<td></td>
<td>Event management /Tournament</td>
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<td></td>
<td>Summative: Project</td>
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<td></td>
<td>Project (2-4min performance, 2.5-3.5min spoken,</td>
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<td>500-900words written)</td>
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<tr>
<td>11PE</td>
<td>Unit 1</td>
<td>T2W2</td>
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<tr>
<td></td>
<td>Motor learning, functional anatomy, biomechanics</td>
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<td></td>
<td>and physical activity</td>
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<td></td>
<td>FIA2: Biomechanics and Anatomy Project Folio</td>
<td>30%</td>
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<td></td>
<td>Due T2W6</td>
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<tr>
<td>12PE</td>
<td>Unit 3</td>
<td>T2W10</td>
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<tr>
<td></td>
<td>Tactical awareness, ethics and integrity</td>
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<td>and physical activity</td>
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<tr>
<td></td>
<td>SIA2: Ethics &amp; Integrity Investigation Report</td>
<td>20%</td>
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<tr>
<td></td>
<td>Due T2W10</td>
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<tr>
<td>12HEALTH</td>
<td>Unit 3</td>
<td>T2W9</td>
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<tr>
<td></td>
<td>Road Safety (Community Health)</td>
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<tr>
<td></td>
<td>SIA2: Extended Response Exam</td>
<td>25%</td>
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Keeping active at home?
As HPE teachers we like to stay pretty active ourselves and are certainly missing the opportunity to get active in class activities with students. We are still managing to keep active in our own time and we should all be aware of the benefits of being active.

For Children and Young People (5 to 17 years), being physically active every day can have:

Social benefits, like:
- Opportunities for fun with friends and family.
- Reduced anti-social behaviour, including aggressive and disruptive actions.
- Helping to develop cooperation and teamwork skills.

Emotional and intellectual benefits, such as:
- Improved self-esteem and confidence.
- Help with management of anxiety and stress.
- Improved concentration.

Health benefits, such as:
- Promotion of healthy growth and development.
- Strong muscles and bones.
- Improved physical fitness, including coordination and movement skills.
- Reduced risk of disease and unhealthy weight gain.


[https://qedu.sharepoint.com/sites/2159/students/SitePages/Wellbeing.aspx](https://qedu.sharepoint.com/sites/2159/students/SitePages/Wellbeing.aspx)

Brent Garske
Head of Department Health and Physical Education
bgars4@eq.edu.au or 4058 4345

'Trick shot challenge'
Check out this new page on your Student Portal and while you’re there have a look at the 'Trick shot challenge' and think about filming and submitting an entry.

[https://qedu.sharepoint.com/sites/2159/students/SitePages/What's%20happening.aspx](https://qedu.sharepoint.com/sites/2159/students/SitePages/What's%20happening.aspx)

Remember - entries must be submitted to SSHSSport@smithfieldshs.eq.edu.au and MUST come from your school account by Thursday May 7.

Thank you for supporting Smithfield State High School – Time for all of us to repay the favour
L’Unico’s

Both these wonderful local businesses have supported the school for many years, they are still operating so it would be lovely to see us all supporting them during this time.

L’Unico – Take away only but have some awesome deals happening like:

$50 2 Pizza’s & bottle of wine

Beachfront Hair – still operating for all hair care service with social distancing in place.

Communication tools for parents to the school.

Facebook

The Tropical North Learning Academy – Smithfield State High School facebook site is up and running. Please take the time to go to the site and ‘like’ what you see. It is regularly updated with news and events from the school.


QParents

The QParents app is available from the app store. Parents/carers need to contact the school and sign the appropriate documentation to offer them a portal to their students’ data at school. Attendance, behaviour, outstanding fees, to name a few, are available through the app.

QSchools

The QSchools app is still available from the app store. Everyone is able to download it onto the phone/tablet. It offers parents/carers news articles, the latest newsletter, calendar items and notifications. Be sure to download this informative app.