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Week 10
Term 3



FROM THE PRINCIPAL

Term 3 2020

Welcome to our first End of Term Newsletter and I hope you enjoy this celebration of the last ten weeks at Nimbin Central School.

This has been our first complete term of 2020 without closures and Learning from Home due to COVID. We are still living with restrictions and maintaining health and safety protocols – as I know you are as well – but it has been wonderful to see the school re-establish itself as the heart of teaching and learning.

While activities have been curtailed and we still cannot have you, our parents and community, on-site, we have managed to ensure all our students have received a full and engaging ten weeks of learning. You can catch up on this in this newsletter.

These have also been regularly posted on our Facebook page, the website, School Stream and on our new Parent Portal.

I encourage you to stay in touch through these remote communication channels. We are posting lots of photos and videos, endeavouring to keep you as informed as possible.

We are all looking forward to the further lifting of restrictions so we can again invite you to share these events and achievements with us.

Until then, stay safe and well and enjoy this newsletter.

Something to remember reflecting on the year so far -

"It's your reaction to adversity, not adversity itself, that determines how your life's story will develop!!"

Dieter Uchtdorf

Cath Marshall



TERM 4 DATES TO REMEMBER
STUDENTS & STAFF RETURN ON MONDAY 12 OCTOBER 2020

PRIMARY NEWS

Rebranding first break (Lunch) and second break (Recess)
Extending Lunch by 15 mins - 15mins eating time/30mins play time
New Lunch time: 11.15am/12.00pm
Recess time: 1.45pm/2.15pm



From the Deputy's Desk

Jingi Wala,

Thank you all for the warm welcome to Nimbin Central School and the Nimbin Community. Although I haven't yet moved to the area (still commuting from the coast) it will be happening soon and I can't wait to get involved in local community groups and activities.

I certainly look forward to building those community links to ensure our beautiful school provides everything we can to service our local learning needs.



I am passionate about our school providing an outstanding education for the students in our community. My belief is that we need to look after the whole person for effective learning to happen. Happy/supported and engaged students learn best! In saying this, I do not apologise for having high expectations of student learning and behaviour. I expect students to be SAFE, RESPONSIBLE & RESPECTFUL at NCS.

We have begun a journey with the 4C transformative Learning organisation to assist us with creating an improved, innovative best practice school. The 4C's stand for Communication/ Collaboration/Creativity and Critical thinking. For the next few years we will be looking at improving how we deliver curriculum to students K-12 to ensure we are facilitating best practise, authentic and engaging learning. We will be implementing new and innovative practice to make sure we inspire and foster a disposition of lifelong learning. We will be introducing the learning disposition wheel so that students can evaluate themselves against their strengths and yet to be strengths of dispositions on the wheel.

To do this we will need your support. We want our school to be a part of our community. You can assist with this by supporting our initiatives - ensuring students are at school, on time, and ready to learn. Reinforcing some of our expectations around positive and respectful relationships eg., no swearing at each other, honesty, trust and integrity. And encouraging habits of a good learner like regular revision, a healthy study routine etc. But most importantly, engage with us, communicate with us. We need to know what the students are expressing to you at home, we need to know what our community values or not so we can adapt and change.

To this I have my first ask of you. Please fill in our 2020 Tell Them From Me Survey by clicking on the following link <http://nsw.tellthemfromme.com/nimbinparents> this will be available through our various communication networks and the more parents that complete the survey, the better data we will have about our current situation and future directions. Thank you.

I have a few noticing's from my first two terms at the school and will be focused on continuous improvement in all areas of school life. Currently I am focused on our expectations. SAFE- students at school and remaining at school, RESPONSIBLE- students bringing required equipment for learning and attempting/completing classwork/ assessment tasks and RESPECTFUL- students speaking to each other and staff in appropriate ways and following staff directions.

Boogulbeh everyone, thanks again for the warm welcome.

I look forward to helping NCS become the best we can be for many years to come.

Simon Graham





Tell Them From Me student survey:
Information and consent form for parents and carers

Centre for Education Statistics and Evaluation

***Tell Them From Me* student survey:
Information and consent form for parents and carers**
Centre for Education Statistics and Evaluation

Dear Parents and Carers

This term, your school is taking part in the *Tell Them From Me* student survey. The survey will provide us with valuable feedback on what our students think about school life, how engaged they are with school and the different ways that teachers interact with them. Schools in Australia and around the world have used the *Tell Them From Me* survey to help them improve. The survey is completed on-line and is run by an independent research company, **The Learning Bar**, which specialises in school-based surveys.

Staff in schools will **not** be able to identify individual students from their responses. To ensure confidentiality, participating students will receive a unique username and password. Where fewer than five students respond to a question, the results will be suppressed. The survey typically takes 30 minutes or less to complete and will be administered by the school during normal school hours. Once the surveys are completed by students, reports are prepared and in most cases are available to schools within three business days.

This survey will help our school better understand how to improve student wellbeing and engagement. It will help the school identify what works to improve student outcomes.

Participating in the survey is entirely voluntary. Your child will not take part if either you or your child do not wish. If, during the survey, your child is uncomfortable, he/she can choose to stop the survey at any time. The majority of questions in the survey can be skipped.

If you **do not want your child to take part** in the survey, please complete the attached form and return it to your child's school by 14th October 2020.

More information about the survey and the research is available in English on the Centre for Education Statistics and Evaluation website: <http://surveys.cese.nsw.gov.au/information-for-parents>

Catherine Marshall
Principal
Nimbin Central School

Dr Jenny Donovan
Executive Director
Centre for Education Statistics and Evaluation

Tell Them From Me Student Feedback Survey non-consent form

Please complete in English

If you **do not want** your child to participate in the student feedback survey, please sign this form and return it to your school by 14th October 2020.

I **DO NOT** give consent for my child/children to participate in the ***Tell Them From Me*** student feedback survey.

Name of student 1

Roll class of student 1

.....

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Name of student 2

Roll class of student 2

.....

.....

Name of student 3

Roll class of student 3

.....

.....

Name of student 4

Roll class of student 4

.....

.....

Name of parent/carer

Signature of parent/carer

Date

CENTRE FOR EDUCATION STATISTICS AND EVALUATION

E info@cese.nsw.gov.au

www.cese.nsw.gov.au

English

NEWS FROM THE KINDERGARTEN/YEAR ONE ROOM

Dear Parents & Carers,

This term we have been talking a lot about why writers write. The purpose of text and why some books are different to others - To entertain, To Inform and To Persuade the reader.

A trip to the school's Agriculture plot and a visit from Mr Graham's pet reptiles had our Jarjums in a squeeze and provided a wealth of writing inspiration for our budding authors.



Thank you for sharing your amazing child with me, it is truly a humbling experience to be your child's first classroom teacher.



From Val Scarrabelotti & the team

WHAT'S BEEN HAPPENING IN YEARS 1/2

It has been a busy term for Nimbin's 1/2 class. With Ms Plesko stuck on the wrong side of the border the class has again been asked to adjust to more changes to their already altered routines. Thankfully they are a resilient bunch who have shouldered the challenges they've been faced with showing great resilience, persistence and positivity throughout.

Here are some highlights from this Term!



YEAR 3/4 HAPPENINGS with Mrs Steel

This term Year 3/4 have been busy investigating the similarities and differences between life cycles of living things. Students have been working scientifically to describe and compare life cycles of different animals and plants. We have observed how bean seeds grow and develop through their life cycle. Students have also been closely involved in the life cycle of chickens and have been handling and observing newly hatched chicks from Mrs Steel's farm. During this experience students also learned about aspects of raising chickens and the ethical practices associated with their care and handling.

We were also lucky to have had a visit from our Deputy Principal's pythons, Medusa and Charlie. Students participated in an introductory talk about the snakes from Mr Graham and were then able to handle, touch or just observe them.

As you can see from the photos, some students were very keen to get up close and personal with them, while others, like Mrs Steel, were happy to observe them from afar. Thanks to Mr Graham for the opportunity and also to Medusa and Charlie for being so patient and well behaved.





4/5/6 Term3

Maths: this term we are investigating fractions, percentages and decimals and how to apply them in real world situations. We are also learning about volume and capacity and continue to revise multiplication and division.

Literacy: Our main writing focus this term is persuasive texts including: commercials, political speeches, environmental issues and persuading friends, teachers and parents (I'm sorry about all the new requests for pets!).



Science & Technology: In Science, we are researching the dramatic ways the Earth's surface can change, such as earthquakes, and are experimenting using jelly and wafer biscuits to see who can build the most earthquake proof skyscraper.

Using Adobe Photoshop, students learned to create multiple layers, manipulate images and blend images together (see top right).

Year 6 Farewell: As a goodbye to our wonderful Year 6 students, we will be holding a carnival of games and food stalls to raise funds for the end of year celebration. Students have been busy designing and making games (left), stalls and posters for our great day of fun which will be held next term.

Sam Bouni

PDHPE News

External Sports

This term has been a very different term with COVID-19 restrictions limiting a lot of what we can do in the practical component of the PDHPE Course and overall sport. At this stage, all external sport has been cancelled including Regional and State athletics carnivals and cross county, all interschool knockout competition and Zone, Regional and State trials for all sports.

School Sports

Currently school sport is operating with some restrictions, including students participating in sport based on year or stage groups, with schools not allowed to travel outside of their local communities to complete sporting activities. With these restrictions in mind, students have been participating in a range of sports this term as selected at the beginning of the term. These include:

Fishing

Strength and Conditioning

Walking with an Artistic View

Indoor Sports

Table Tennis

Basketball

Term 4 will see students pick their sports again with some additional sports due to the change of weather in Term 4.



NCS Gym

This term has been a very exciting term for NCS due to the generosity of Uri Ross for his donation of a full set of gym equipment. Thanks to Jake Bruce-Allen (NCS Student Learning & Support Officer) the gym has been set up and operational for most of Term 3 with students using this as part of their PDHPE classes as well as Friday afternoon sport. Additionally, the gym has been open at lunchtimes for students to use under the supervision of teachers and Jake with some great results for students, socially, emotionally and physically. This has been a great addition to our school and when COVID-19 restrictions begin to ease, NCS staff will look at opportunities for the community to also use this resource.



The LaST Resort

So pleased to be able to present our latest graduates from the MiniLit intervention program at Nimbin Central School.

Jarrold, Charlize, Wiremu and Aila have worked tirelessly through 80 (yes 80!) lessons with our LaST, Jo Mac and our SLSO Tina, over the last twelve months, to support and improve their skills in reading.

They are to be congratulated on their exceptional attitude to learning, persistence and patience when participating in the program. Well done!

From the LaST Team



Careers News

Term 3 has been a particularly exciting time for Career Education with the launch of the BECOME.ME program. In this program Mr Chaseling and Mr Bouni facilitate Year 4,5,6 class students to explore their general interests and then use this knowledge to help identify jobs and future pathways that are of interest to them. The research of students is aided by the BECOME.ME website. This website has a massive and fascinatingly presented range of jobs for students to explore, not only the job they are interested in, but others related to that area of employment. Later in the BECOME.ME program students will do a simulation project where they examine what it might be like to work in their chosen area.

So far, class 4/5/6 students have enthusiastically embraced the project and are enjoying all lessons.

Careers lessons have continued for our Secondary students too, focusing on budgeting, how to get a job, career exploration, lifelong learning pathways and incorporating real life experiences. Year 8 recently enjoyed a particularly vigorous discussion about loans and hire purchase.

During Term 3 Mr Chaseling and Ms Cockburn have been working on expanding the Careers Google Classroom. This is accessible to all secondary students through Google Suite (Class code: **egj4hsr**). The site contains the latest Employment, Tertiary Education and Training opportunities and Careers coursework. We look forward to expanding this project in Term 4 and into the future.

Mark Chaseling

Careers and Transition Adviser

**OUR LIBRARY:
PORTAL TO NEW WORLDS
A LOUNGE-ROOM FOR THE YOUNG AND INFAMOUS**



2020 PREMIER'S READING CHALLENGE: new NCS record, more students involved and more books read than ever beforeKIDS WHO READ SUCCEED.

Thanks parents, carers and teachers for helping.



GRAPHIC NOVELS (aka comic books) are very popular, with the Wings of Fire series, Amulet, Alex Rider and Raina Telgemeier books on constant rotation. **MINECRAFT BOOKS** are also in high demand as students learn to not only create new worlds and creatures, but can explore fabulous engineering and scientific principles. Senior readers have a wide range of tastes with real-life dramas and fantasy being popular genres.

BOOK RETURNS have also improved this year with many people moving house but remembering to send Library books back rather than pack them.

Two more cubes for accelerating critical thinking and creativity:

Rubik's Cube, an old favourite and the new holographic Merge Cube which enables students to view objects in 3D for anatomy, Geography and a range of other exciting applications.

Mazz Webb



Science and Technical and Applied Studies (TAS)

Exciting investigations in Science this term have included Chemistry (Years 7 and 8), "Earth, Moon and Sun" (Year 7), Cells (Year 8), Body Systems and Plate Tectonics (Stage 5). All coursework was suspended during Science Week for the "Saving Nemo Project" where our fabulous resident Scientists delivered water-centred coursework and keynote lectures: Mr Neenan = Climate Change and the Oceans, Mr Buckley = Climate Solutions and Mr Gray = Deep Sea Exploration.

All Stage 5 students completed a formal examination for their Plate Tectonics unit of work recently, our objective being to boost engagement, promote high expectations and, most importantly, expose students to skills and environments encountered during the HSC years.

In Agriculture, many classes have spent time with our new piglet, Bella. She is gorgeous and follows Mr Neenan around. It was heartening to see the care taken by our students in identifying and assisting Bella when she recently encountered a tick. It was removed and Bella was fine.



In addition, Agriculture classes have been working on the aquaponics and planting lettuces. Work is to be commenced on rejuvenating the school's orchard next week.

Stage 5 Design and Technology Students are presently constructing tables and the Stage 4 classes have committed a great deal of time to the design process – learning to design and plan projects, manage and build. We encourage you to ask your children about their project.

Year 7 Computing and Digital Technology classes have worked toward improving their capabilities for living in the digital world, completing "Cybersecurity and Online Safety", Year 8 have been immersed in the world of code, programming the Arduino and learning one of the fastest growing languages of the 21st century. Having already designed their ideal personal computers (and finding out about the associated components and costs), to finish off the academic year, Stage 5 Information and Software Technology (IST) students are working on Special Interest Projects. Explorations in this case include coding Spheros, designing on web based software, game design, networking, graphic design and hardware.

Finally, we would like to extend our congratulations to our HSC Biology and Chemistry students. As they approach the completion of coursework and contemplate the STUVAC study period, we say "WELL DONE" and "GOOD LUCK" in the external HSC exams. Biology and Chemistry are both incredibly complex courses and in this crazy year of 2020, you have come so far.

We are all here to support you as you strive for excellence and will continue to be available daily to assist you up until the exams.

Kellie Cockburn – Head Teacher Secondary Studies

15-23 August 2020
www.scienceweek.net.au

Science Week was amazing! Every year, the love of Science grows at Nimbin Central School. 2020 was bigger than ever before, a celebration of our oceans and waterways and exploration of how we can better manage the world's water resources.

Science Week was also our first opportunity this year for a whole school event.

Maintaining COVID restrictions and keeping students in Class and Stage groups, students and staff participated in a variety of events.

All Secondary Science classes participated in the "Saving Nemo Project", a week-long focus on Oceanography and Sustainability delivered by our resident Scientists. Our Keynote speaker, Linda Cash, was unable to visit and so all of Primary school and a lunchtime group of Secondary students and staff "Zoomed in" to hear her fascinating presentation on Humpback Whales and Travelogue "From the Tropics to the Subantarctic". We thank Linda for helping us celebrate Science Week and supporting our school.



There were vigorous battles for supremacy during our three "Deep Blue Trivia" sessions. Trivia has become a Science Week tradition and this year the break-time sessions increased in popularity and we had to double our rooming in some cases. Our illustrious Quiz Masters delivered 10 questions and 2 Instant Prize questions based on the "Deep Blue" theme. The Senior session was particularly competitive as staff and students battled for supremacy.

The most popular event had to be "Floating Cities" where, working in small groups, students had one hour to create their own version of a sustainable floating city from scratch and entirely out of recycled materials. The creations were unique and diverse and the best part was testing the creation in the paddling pools we set up for the event.

In addition to all of these activities, many students participated in the Colouring Competition and we wrapped up MYLI Science Pop Up for 2020. The Middle Years Learning Initiative (MYLI) is a collaborative program with our local network of schools that promotes engagement in Stages 3 & 4 (Years 5 to 8) and helps to ease the transition from Primary to Secondary School. The MYLI Science Pop Up was postponed in Term 1 and so it was especially fitting to be able to wrap up the project during Science Week, even though we were not able to have our interschool event. Based on selected Science and Technology syllabus learning outcomes, students from Class 4/5/6 and Year 7 presented their projects on the Blue Economy and Water Sustainability to a small audience. There were computer presentations, speeches and models and the knowledge portrayed by some of our students on their chosen focus area was astounding.

Thank you to all participants, classroom teachers and resident Scientists, staff and community members who made Science Week 2020 possible.

Congratulations to all of our winners (and there are many) and we'll see you again for Science Week next year!

Kellie Cockburn
On behalf of the Science and Technology Team



FROM THE ART DEPARTMENT

This Term has been a big one with everyone full steam ahead with the practical aspects within the art department. Ceramics students are working on a hand building unit focusing on slab design and texture. Students have worked very hard to get some quality products, they have shown dedication and perseverance. Photography students have been learning how to use the manual settings on a camera and understanding the functions to get a range of specific results. Students were also learning how to develop film and photographs in the darkroom, even though this has been a difficult learning experience they enjoyed seeing how it all works.



ART DEPARTMENT

Stage 6 – Stage 6 Visual Design has had a huge Term 3 where they have been working on their Major Design Projects, this is the part where they have knuckled down, stayed late into the afternoons, worked lunch times to create such a diverse range of products. I am immensely proud of the works that they have created and achieved. So many of the 15 students all embarked on a project which was not within a field where they had prior experience.



We had four students doing ceramics of various descriptions, jewellery, apparel, wood carving, two videos, animation, accessories – sewing

bags, a yearbook, pod casts, and drawing design. Because of this there were many learning curves. Each one they learned a little more, had more determination and were able to reflect on what needed to happen next. It was fantastic to watch their ideas evolve and develop.



Unfortunately this year we can't have our usual HSC Exhibition. I will still be holding an exhibition for staff and students to see their amazing work. I will then post this online for all others to see – I realise that this is not the same but I am trying very hard to make this work as best I can. Please support them, give them feedback, help them celebrate their achievements.

Piaf Thorpe – Visual Design, Ceramics, Photography



*English / History / Geography / Drama News***English****Year 7**

Students have been studying a multimodal unit called 'Let's Rock'. They have had the opportunity to create a variety of texts which support their own fictional band, including tour budgets, album covers and song lyrics. This study will continue into next Term.

Year 8

Students have been busy developing a formal, disciplined approach to writing that communicates clearly and with authority and persuasion this term. They have been learning the art of persuasive essay writing and have been exploring many topics but a focus was placed on the picture book 'The Dream of the Thylacine' by Margaret Wild.

During Term 4 students will have the opportunity to express themselves through poetry.

Stage 5 English

We have been looking at Shakespeare this term and have been immersed in the plays 'Macbeth' and 'The Taming of the Shrew', studying versions of the play including the original, film versions as well as modern adaptations. They are now working on a task that allows them to capture a scene from the play and develop it into their own transformation. We are having fun with this task and the ideas being generated demonstrate the appreciation students have developed for the works of Shakespeare.

Next term we will be looking at completing a five week director's study, where we immerse ourselves in the works of a particular film director and discover the elements that make their films so successful.

History**Year 7 History**

Students have been studying Ancient Rome, learning how to research, summarise and analyse sources. Next term, the class will be introduced to the fascinating world of Ancient China.

Year 8

Students have been learning about the cause and spread of the Black Death and the effects on the society of the 14th century. They have completed a range of tasks including research, empathy and skill building. They will have the opportunity to focus on a personal research task next term based on a period in History that interests them. The final assessment will be a comprehensive study of that time period.

Year 9

Students have been learning about World War 1 and Australia's involvement. They have focused on the cause, why men enlisted, where they fought, the Gallipoli campaign, the role of women, the ANZAC's and commemoration. They have demonstrated their understanding by completing a class exam and multiple class and research tasks.

Term 4, students will be learning about WW2.

Year 10 History

Students have just started a unit of work on popular culture and have enjoyed learning about contemporary trends in society. Their study will culminate into a presentation on a decade of their choice, to take place next Term.

Stage 5 Elective History

This term we completed our Pandemics of the Past research tasks. These tasks allowed the students to choose their own way to present their information making it a truly engaging experience for the entire class. Some students created informative web pages, some created quizzes for the class to partake in and others shared their information in a very artistic manner by producing a book. See Ellami Wolstencroft's hand-crafted book below.

We are now studying literature and history and have commenced our reading and analysis of the biographical piece: *'The Tattooist of Auschwitz'*. Students are deeply engaged in this reading and we have enjoyed spending time outside to read and chat about our learning.

Next term, the students will compare this piece of literature to Elie Wiesel's autobiography *'Night'* which gives us a firsthand account of his time as a teenager spent in Auschwitz during World War II.



Stage 5 Aboriginal Studies

Students have just completed a study into Aboriginal and/or Torres Strait Islander people and Sport. They had the opportunity to learn and run traditional games for the class, discussed the significance of sport for Aboriginal Australians today and finished with a research task into a prominent First Nations athlete who has made significant contributions to their sports, their communities and our broader National identity.

Next term, students will engage with representations of Aboriginal and/or Torres Strait Islanders in films over the years. They will view and critique a variety of films from our history which portray Aboriginal and/or Torres Strait Islander stories, characters and issues.

HSC Ancient History

We have had a very busy term covering the topics of Hatshepsut, The Cities of Vesuvius and the Fall of the Roman Republic. The students produced some highly creative and informative travel source guides as part of their last task which then assisted them in their revision for the trial examinations.

We'd like to wish our senior students the best of luck as they now spend their time preparing for the upcoming HSC examinations next term.

Geography

Years 7 & 8 Geography

This term our Years 7 & 8 Geography students have discussed factors that influence people's perceptions of the liveability of places. They have commenced an investigation of features and characteristics of places that support and enhance people's wellbeing such as community identity, environmental quality and access to services and facilities.

This work will continue into next term, followed by an assessment of the liveability of places and they will propose strategies to enhance the liveability of a place in Australia.

Years 9 & 10 Geography

This term our Years 9 & 10 Geography students have been examining the nature of, and differences in, human wellbeing and development that exist with and between countries.

Homelessness in Australia was examined as an issue that reveals social and spatial differences across scales that impact on human wellbeing. The effects of COVID 19 and climate change on human wellbeing were explored at national and global scales.

Next term they will investigate local, national and global initiatives to improve human wellbeing and they will research and write a comparison of human wellbeing in four developed and four developing countries.

Drama

Year 8

This term students were extended into Boal's image theatre, theatre of the invisible and theatre of the oppressed. Many discussions about socio-cultural and political issues preceded the drama warm ups and follow up activities. Students were very interested in current issues and could show concepts of oppression in different forms during drama activities.

Stage 5

Students have been collaborating to create purposeful and powerful Issues-Based plays, experimenting with a variety of styles and forms that portray issues such as *Social Media and Body Image* and the *Causes and Effects of Poverty*.



HSC Drama

Year 11/12 Drama students have shown tremendous resilience to complete two modules and an Individual Project for their HSC studies.

Their first unit was on the Australian plays *Norm and Ahmed* by Alex Buzo and *The Removalists* by David Williamson and their theatrical critiques of a transitioning Australia during the 60s and 70s.

Their second unit, on Verbatim Theatre, looks at how playwrights use direct testimony and research to portray real-life events, like the Parramatta Girl's home and the Port Arthur Massacre, truthfully and powerfully on stage.

They have all successfully completed a variety of engaging and effective Drama projects, ranging from Design works through to Performances.

See Kiani Tribolet's outstanding set design on the play *Stories in the Dark* below.

We wish them all the best for their written paper in their upcoming HSC exams and encourage them to *break a leg!*



NSW Department of Education – HSC student advice

We know our students and staff have worked hard for the HSC. The safety of our students and staff remains of utmost importance. This year extra arrangements are in place to ensure that any disruption due to COVID-19 will have minimal impact on HSC exams.

Our school has put in place a number of contingencies to help ensure exams run as smoothly as possible. The exams have been scheduled and our school has arrangements in place for exams to proceed as planned. It is important that students review their timetable and plan well so they turn up for their exams on time, healthy and rested.

Any student with a pre-existing condition, that presents similarly to flu-like symptoms, should be planning now and speak to their doctor/GP. The GP can provide a medical certificate ahead of the exams to ensure they are not sent home. If on the day of the exam your child feels unwell with flu-like symptoms, they should stay home and get tested. HSC students are prioritised for COVID-19 test results.

It is important to note that all students will be asked if they are well before entering exam rooms.

We want all our students to sit their exams but sometimes things happen. If your child is unwell and misses their exam, contact the school. Students who are unwell will be eligible for the illness and misadventure provision with NESA. If there are any changes to exam arrangements we will communicate with HSC students through their school email or the school phone—02 6689 1355. This will be the **only source of communication** for these types of notifications. If in doubt, please call the school.

We wish all our students well in the upcoming exams.

Music News from Mr Osterhage

Big congratulations to Year 9 student Mia Demkin, who entered this year's Triple J Unearthed High competition, with her original composition, "Stuck". Be sure to check out her amazing song at <https://www.triplejuneearthed.com/jukebox/play/track/9721886> or search the Triple J Unearthed High website for 'Mia French' and relax to her dreamy, chilled out vibes!

A very generous member of our community has offered to donate two quality flutes to any students who are interested in learning to play. If you are interested in learning the flute and are willing to commit to it, some free flute lessons are also on offer to get you started. Please see Mr Osterhage to find out more details.

Year 7 students Livio Gulizia and Charlie Neenan have been working hard this year to learn guitar and develop repertoire to perform at this year's eisteddfod. Unfortunately, due to COVID this performance was unable to go ahead, but the boys were still able to showcase their hard work by putting on an entertaining performance for their peers at school. Congratulations Livio and Charlie!

Are you a high school student who dreams of playing in a band? Would you be willing to rehearse during lunch breaks? Then come speak to Mr Osterhage to make it happen! Individual students and groups are both welcome.





Tahlia

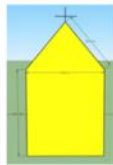
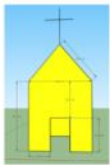
Strive Math's



This year we have been exploring Math's in real world scenario's, to give what we are learning, context.

We made clay tiny houses in art and began to formulate their surface area. Then Covid-19 took our learning home. Where the 'hands on' practical was modified to the 'virtual'.

Area 1 (Top Triangle) = $\frac{1}{2} \times 3.04 \times 2 = 3.04 \times 1 = 3.04 \text{m}^2$
 Area 2 (Large Rectangle) = $4 \times 2.27 = 9.08 \text{m}^2$
 Area 3 (Small Rectangle) = $2 \times 1.37 \times 2.04 = 5.5896 \text{m}^2$
 FRONT: Total Area = 19.2446m^2



Area 1 (Top Triangle) = $\frac{1}{2} \times 3.04 \times 2 = 3.04 \times 1 = 3.04 \text{m}^2$
 Area 2 (Large Rectangle) = $4.31 \times 4 = 17.24 \text{m}^2$
 BACK: Total Area = 21.82m^2

Area 1 (Small Rectangle) = $3.04 \times 10.52 = 31.9808 \text{m}^2$
 Area 2 (Large Rectangle) = $4.31 \times 10.52 = 45.3412 \text{m}^2$
 LEFT SIDE: Total area = 77.1865m^2
 Area 1 (Small Rectangle) = $3.04 \times 10.52 = 31.9808 \text{m}^2$
 Area 2 (Large Rectangle) = $4.31 \times 10.52 = 45.3412 \text{m}^2$
 RIGHT SIDE: Total area = 77.1865m^2



Surface Area = front area + back area + left side area + right side area.
 Total Surface Area = $19.2446 + 21.82 + 77.1863 + 77.1864 = 1648.2509 \text{m}^2$

Ceejay

Front:



chimney Area = bh
 $= 1.5 \times 4$
 $= 6 \text{cm}^2$

$$A = bh$$

$$= 13 \times 8$$

$$= 104 \text{cm}^2$$

$$A = \frac{1}{2}bh$$

$$= \frac{1}{2} \times 13 \times 5 \text{cm}$$

$$= 32.5 \text{cm}^2$$

$$\text{Total Area} = 104 + 32.5 - 35 + 6$$

$$= 107.5 \text{cm}^2$$

Sara

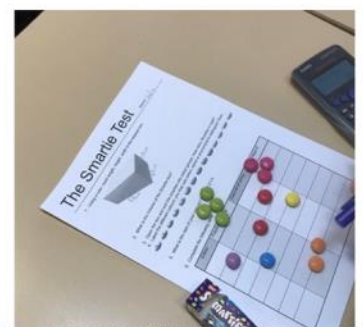
$$\text{Door Area} = bh$$

$$= 5 \times 7$$

$$= 35 \text{cm}^2$$

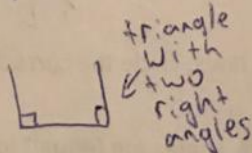
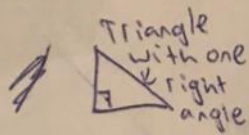
Our first test back at school was a Smartie test, where we each had a packet of smarties. We had to find the fraction, decimal and percentages of the different colours smarties in the packet, including solving problems associated with increasing and decreasing amounts.

We have also compared rates and ratios with our body proportions and how much power we have by measuring the speed at which we can kick or throw balls.



4. Can a triangle have more than one right angle? Explain verbally or with a diagram?
(Understanding)

No because triangles only have 3 sides so it would leave an open side.



India

This term has been an exploration into Geometry, where we investigated and evaluated shapes. By developing literal understanding and developing formulas by using geometric tools, such as; compasses and protractors to verify assumptions.

We have now taken this

concept further and added the cartesian plane and coordinates to build upon our geometry, algebra and rate learning from earlier in the year. This shows us that all areas of the world are combined, nothing we do is in isolation. To do this we made paper planes and recorded how far and how fast they could cross a basketball court that had been drawn up to resemble a cartesian plane. In pairs we have cooperated in timing and recording the coordinates of each flight of the plane.



The wind was against us, yet we persevered. Back in the classroom we used Pythagoras' theorem, which we learnt



distance	speed

Will

early in the year to determine how far each plane flew then compared it to the time of each flight to discover what the average speed was. In learning we don't always get it right the first time, so we need to have grit and determination so we can soar.

Total Time:

Average Speed:

SECOND PLANE:

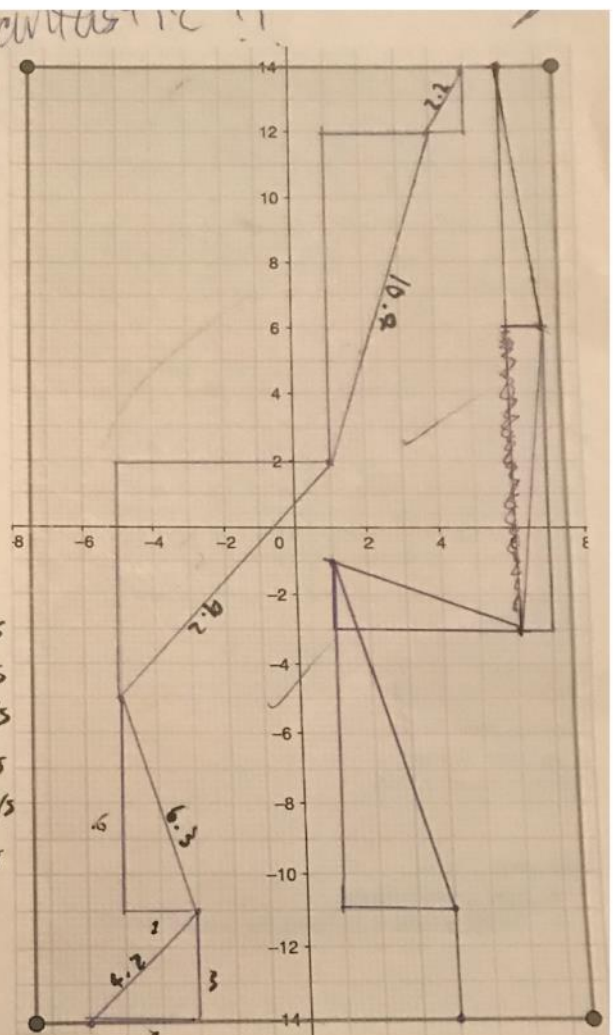
throw	time	coordinate	distance	speed
1	0.01	(5, 2)	2.2	2.91 m/s
2	1.07	(2, 10)	10.4	5.4 m/s
3	2.12	(-5, -5)	4.2	4.3 m/s
4	1.23	(-3, -11)	6.3	5.1 m/s
5	0.47	(-6, -17)	4.2	2.91 m/s
	7.64		32.3	4.2 m/s

Total Distance: 32.3 m

Total Time: 7.64 s

Average Speed: 4.2 m/s

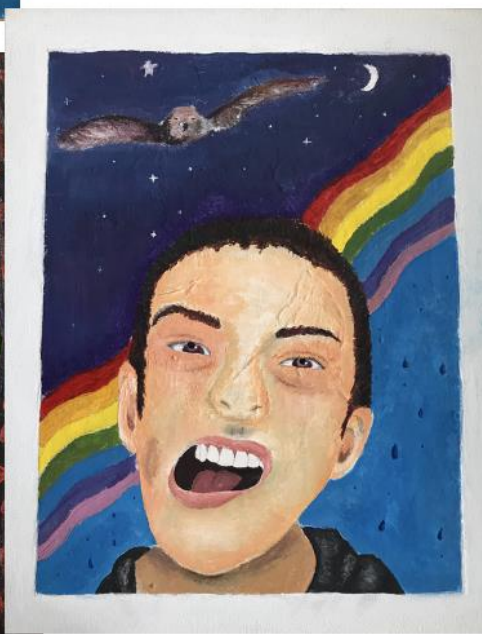
Compare:



YEAR 7 ART—This year we have explored the elements and principles of art and design. They are just completing portraits of themselves and are moving on to ceramic sculpture.

Year 7 Art

Portraiture

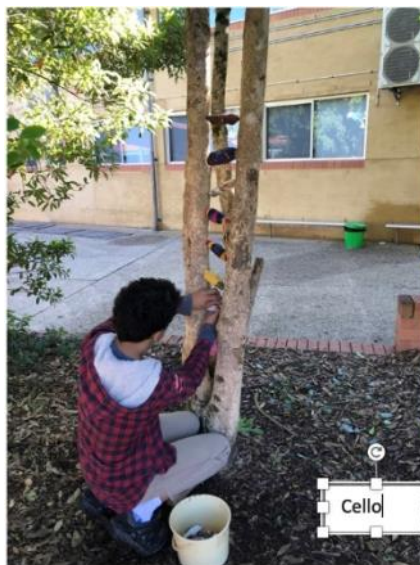




YEAR 8 ART

This year we have been exploring the notions of build and natural, together and apart. Term One: was all about the BUILT WORLD where perspective drawing, straight edges and construction occurred.

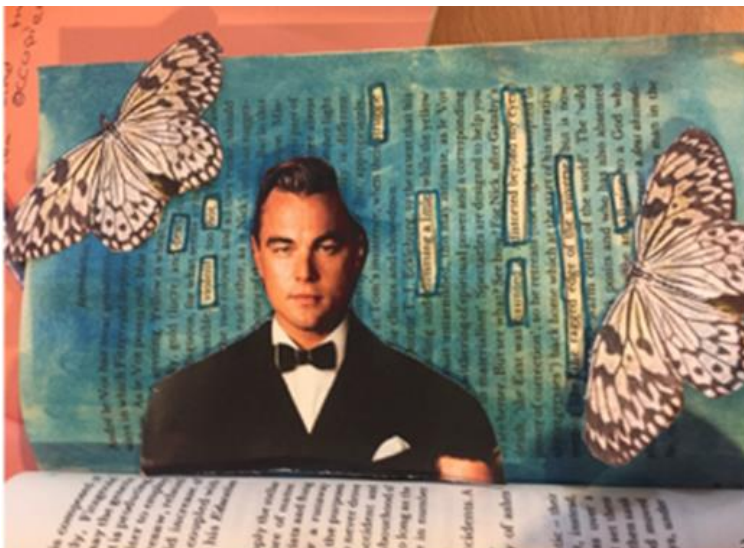
Tiny houses were built from clay using slab techniques. We went into Covid-19 with the built and came out with Nature. This extended to some Andy Goldsworthy inspired earth art. Art made from Nature to be a Sculpture in Nature. These were exhibited in the school garden until they went back to nature.

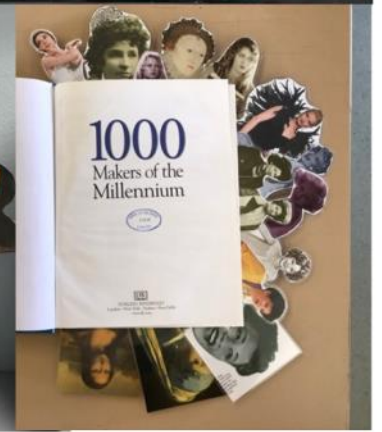
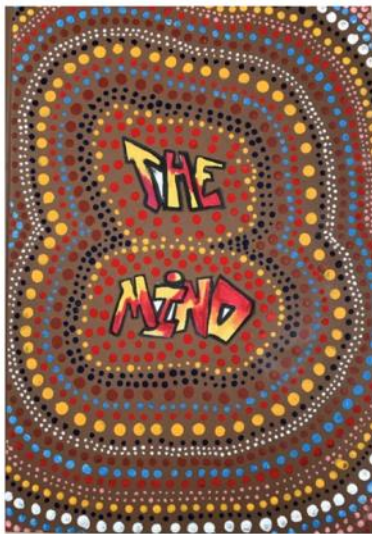
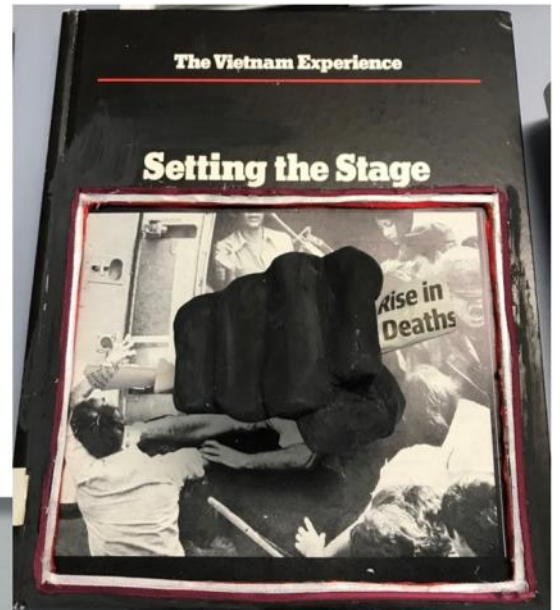


We are now looking at the printed forms of Lino and Screen Prints, within the context 'When the Built and Natural collide'. In theory we have investigated indigenous art from Kakadu, specifically the rock art depicting European ships. This has led to some robust conversation.

Rebecca O'Meara

STAGE 5 ART - This year Stage 5 have explored, developed and refined skills in mixed media, including 'Altered Books' to change the context and research the transition of books from clay tablets, skin parchment through to paperbacks to the digital. They are currently viewing other artists to inspire a series of three artworks that have a similar theme, in preparation for Stage 6.





Rosella



Yindi

Congratulations to Rosella and Yindi! They participated in a logo design competition for North Coast Aboriginal Development Alliance (NCADA). They both will receive \$100 for the use of their images on NCADA's website.

Did you know that Nimbin Central School has an ARCO? What's an ARCO? I hear you ask.

Well, the NSW Department of Education rejects all forms of racism and is committed to the elimination of racial discrimination.

Racism can take many forms, such as jokes or comments that cause offence or hurt, sometimes unintentionally; name-calling or verbal abuse; harassment or intimidation, or commentary in the media or online that inflames hostility towards certain groups.

At its most serious, racism can result in acts of physical abuse and violence.

Racism can directly or indirectly exclude people from accessing services or participating in employment, education, sport and social activities.

It can also occur at a systemic or institutional level through policies, conditions or practices that disadvantage certain groups.

It often manifests through unconscious bias or prejudice.

On a structural level, racism serves to perpetuate inequalities in access to power, resources and opportunities across racial and ethnic groups.

All members of the school community – staff, students and parents have the right to a safe and productive teaching, learning and working environment free from racism.

Schools impart the values of a just, democratic and harmonious Australian society with a shared commitment among all members of the school community to human rights and civic responsibilities.

As part of the department's commitment to anti-racism each school has an Anti-Racism Contact Officer (ARCO), and that person is me.

The role of the ARCO is to:

- 1. Receive the suggestion, complaint or allegation regarding racism***
- 2. Assist the complainant to write the complaint, if required***
- 3. Advise the complainant of their rights and the process to be followed in lodging a complaint***
- 4. Refer the complaint to a member of the school executive who will be responsible for resolving the complaint.***

So if you need assistance in regards to racial discrimination you can get in contact with the ARCO at Nimbin Central School.

Stan Kovac

COVID-19 threatens survival of iconic Lismore Lantern Parade

Simon Mumford 01 September 2020,

The iconic Lismore Lantern Parade is fighting for its existence as the ongoing COVID-19 pandemic affects public events.

"It is serious", said Jyllie Jackson CEO and Artistic Director of LightnUp Inc (the not for profit organisation that plans and runs the Lismore Lantern Parade), "we need money or we're gone".

The survival of the Lantern Parade is firmly in our hands as a community. We can help out by donating money or the organisation looks likely to close its doors and Lismore will lose a huge family event that attracts an average 30,000 people each year plus brings in an estimated \$34 million into the local economy. Only last year we celebrated the 25th anniversary of the Lismore Lantern Parade.



The reason is LightnUp Inc has very little revenue coming into their business due to all mass gatherings being cancelled because of coronavirus. Under normal circumstances, Jyllie Jackson and her team would not only put on the Lismore Lantern Parade but also many other programs and workshops throughout regional, rural and metropolitan Australia from small communities in North East Arnhem Land to Perth, Alice Springs and a great deal in between.

They purchased their current building in Keen Street in 2014 to add some certainty to their long term future. This means the overheads include a mortgage, electricity, rates, water, insurance as well as some part-time wages to pay each month.

Jyllie, like many families around Australia, has managed to delay their mortgage payments until September but the time to start paying again is fast approaching.

"If we can get 2000 people or families donating \$20 each that will see us through until March next year", Jyllie said, "and if we get more, it secures our future well in 2021."

There is a live GiveNow page so you can help save our beloved Lismore Lantern Parade,

<https://www.givenow.com.au/lightnup-lanterns-sos> or if you prefer direct debit the details are Summerland Credit Union , Name - LightnUp, BSB 728728 and Account Number 2229 1137.

"Everything we do is about bringing communities together and increasing social connection. Your support will help sustain us until we can take the light of the lanterns to the community again."

"We're looking to our loyal friends and supporters, old and new, to help us. By providing a donation large or small you will ensure that we are able to save our organisation"

"Please rest assured all money raised goes directly to LightnUp Inc and the joy we bring to so many communities."



As for this years Lismore Lantern Parade, Jyllie and her team are madly working on plans to have some sort of event on November 14.

"We will put on something beautiful for our community. We are talking to council about using Crozier Field as an option but it is too early to say at this stage".

There is a lot of whingeing about losing events in Lismore because of Council but this is one that falls squarely on the shoulders of all residents.

The fate of the Lismore Lantern Parade is in our hands.



Nimbin Holiday Club Spring Program



Dear friends,

We are operating from the Nimbin Community School, (81 Cullen St, Nimbin) and on excursion days please meet us in the Nimbin Central School car park. Days run between 9am and 3pm, for children aged 5 – 12, with a basic fee of \$12 per day and more on excursion days. To book in, phone NINIC on 66891692 (between 10 am and 4 pm) or text/call Kylie on 0487576281, please book on excursions to avoid disappointment, as places are limited. Please note children must be signed in and out each day. Please ensure that your child wears appropriate clothing, covered shoes, brings a hat, and has adequate food and drink for the day.

Date	Program	Cost
Tuesday 29 th September	Nimbin Community School, Park and Skate Park All our usual fun and games, arts/crafts, movie and park play, as well as going to the spring art exhibition to get some inspiration to start our combined holiday club art project.	\$12
Thursday 1 st October	Nimbin Community School, Park and Skate Park All our usual fun and games, arts/crafts, movie and park play, as well as dancing and drama games	\$12
Tuesday 6 th October	Excursion – Lismore Rollerskating and park We are going skating at Lismore Rollerworld	\$25
Thursday 8 th October	Nimbin Community School, Park and Skate Park All our usual fun and games, arts/crafts, movie and park play, as well as making 3D paper craft to add to our art project and visiting the playground at our future venue	\$12

Funded by
NSW DEC



Primary Polo School Shirt

Sizes 4-16 \$19.25

Secondary Polo School Shirt

Sizes 10-18 \$22.00

Senior Secondary Polo School Shirt

Sizes 10-18 \$22.00

Organic Cotton Polo Shirt sold at
Canteen on Friday mornings by P&C
\$24.00 (S) \$29 (L)

**NIMBIN CENTRAL SCHOOL HATS
AVAILABLE AT THE OFFICE
100% COTTON
\$15.65**



TAKE AND MAKE!

Craft Packs

this School Holidays at

Lismore and Goonellabah libraries

and at the Mobile Library in Nimbin!

Collect our free craft activity packs during the September/October School Holidays.



Check out our online
School Holiday activities
by scanning this code!



Richmond Tweed
Regional Library
Connect. Discover. Escape.

In October

the Mystery Library Books at Lismore Library

are going

HALLOWEEN

Books concealed in paper bags...

...you won't know what you've got until you get home!

(The books might not be scary, but the packaging is! Pre-school, junior and young adult choices.)

Are you brave enough to check one out?

Look for the display on the 1st floor.

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NIMBIN CENTRAL SCHOOL IS NOW ON FACEBOOK. PLEASE FIND US AND LIKE US:
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