



From the Principal's desk



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Hello all,

Well, just when we thought we were getting ahead of the game and would be back to normal in no time, new restrictions have been put in place.

We will, as a school community, continue to adjust to these and ensure that we are doing everything we can to keep the community, our students and ourselves safe and make sure that we abide by the guidelines.

At this point, our hubs are still running and will continue to do so pending further advice. Teachers are still making outreach visits where they can, usually only to public venues, not homes. Schools have now to implement a way to ensure that students only interact with their own cohort, for us, meaning that you can use your

hub, but not to go to other hubs. There are new restrictions on visits to other sites, and we will not be running a camp this year due to the restrictions and risk. We do apologise for any inconvenience this has caused anyone.

We have HSC examination this week with Dance, and will have many practical examinations complete by the end of term, with the written examinations coming next term. As said in the last newsletter, all seniors doing HSC should be working to a study plan, keeping up with learning activities and revising work in preparation for their examinations.

All students should still be striving to hand in a learning activity for each subject each week. This is required to get the most out of your learning opportunities and make sure you have the knowledge and recall to do well in the examinations.

We still have a heap of capital works happening around the school, and the grounds continue to be improved. By the time we can have visitors again, we will have a wonderful environment for all of our school community.

Yours in education,
Danny Henman



Opportunity * Wellbeing * Engagement



Our front entrance looks amazing with new plants, pots, a bench and gardens

Facebook



Like us on [Facebook](#) to keep up-to-date with things happening in and around Southern Cross School of Distance Education. Recently we've put information up to help Year 12 prepare for their Trial HSC. [Support my child's learning](#) has resources for students, parents and carers from Kindergarten to Year 12.

- <https://www.facebook.com/sthcrossc4029D/>
- education.nsw.gov.au/parents-and-carers/learning

School website

We're doing some work on our [school website](#) to make it a one-stop shop for all information, links, forms and so on. We'll be surveying parents later this year, but if you have any suggestions now please email lisa.tonkin@det.nsw.edu.au

- sthcrossc-d.schools.nsw.gov.au

Primary news

Primary students are thoroughly enjoying their five-week geography investigation which includes quality literature.

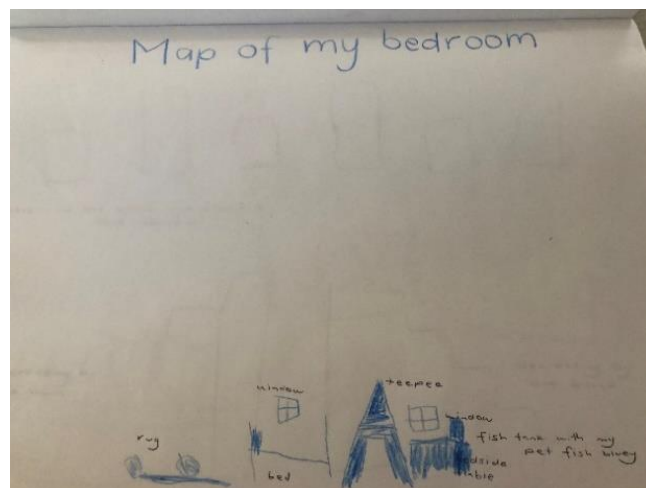


Kinder students are exploring the places they live in and belong to, with texts including *Winnie the Pooh*, *Sebastian Lives in a Hat*, *Rosie's Walk*, *Cat and Fish*. Here are some of their drawings of different types of homes, favourite activities to do at home and maps of their bedrooms.

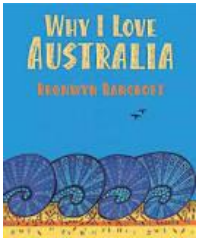
Phoebe



Noah



Stage 1 students are learning about beaches, their features and their care, with focus texts including *At The Beach*, *Greetings from Sandy Beach*, *Why I Love Australia*, *The Hidden Forest* and *Magic Beach*. Part of the fun includes doing research by having beach excursions.



Yesterday my family and I went to Shells Beach. It was really fun. This is what we did there.

As we jumped out of the car, I ran and collapsed in a big pile of sand. Then, we changed into our swimmers and crashed into the thrashing blue waves. The water was freezing. After that, we dug a huge hole that was big enough for Mum! (Then the walls collapsed).

Finally, it was time to go. We drove by an amazing park so we decided to have a play.

If you are going to a beach anytime soon I hope you have just as much fun as I did at Shells Beach.

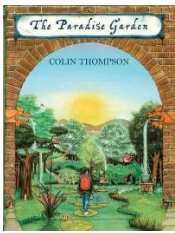


Charli

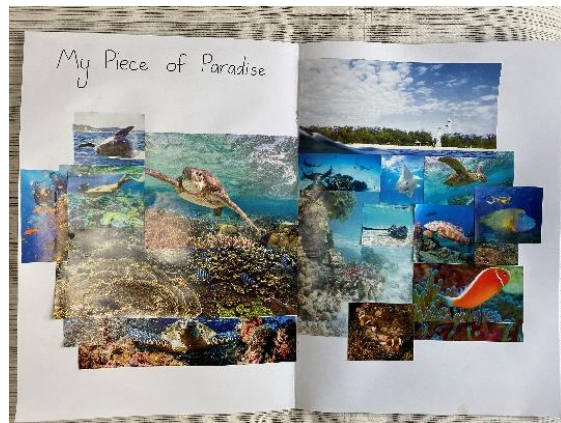


Eve

Stage 2 students are studying the natural and human features of Australia and neighbouring countries, with the focus text *The Paradise Garden* by Colin Thompson. Here are artworks representing their “piece of paradise”.



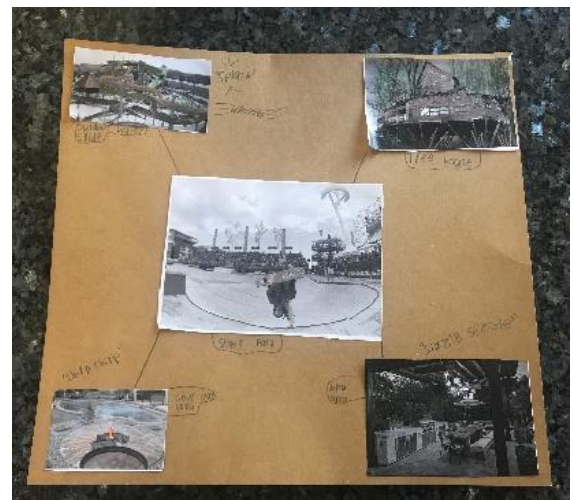
Bridie



Keeley



Jack



Eli

Stage 3 students are investigating the interactions between people, places and environment, with the focus text *Pannikin and Pinta* by Colin Thiele. Here is some of their learning around local issues (note we have students all around Australia and the world).

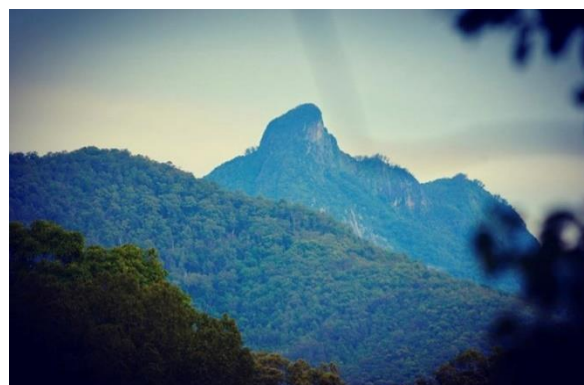
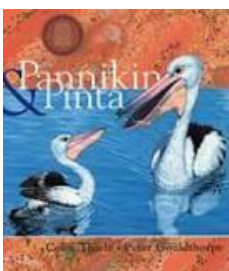


Photo by Jalaan, Ngandu's sister

[Mt Warning/Wollumbin](#) by Ngandu

Wollumbin is a very special place for the Bundjalung people. And for a lot of years people have been climbing it and not looking after it. This makes the Aboriginal people very sad because this is one of their most important sacred men's sites. The National Parks and Wildlife service looks after it with the help of my Dad's family and a few of our Elders. People still want to climb it all the time, but the Bundjalung people want to close the mountain to tourists so they can look after their special place and keep people safe. A lot of people want to keep the mountain open so they can climb it and see the beautiful view, but my Dad's family and our Elders are fighting to keep it closed and protected. I hope the outcome is that we can close it and keep it special for the Bundjalung people. But, I think that the government will keep it open for tourists to come and climb it.

[Algae Farm](#) by Anastasia

Essential Greens Pty Ltd are in the process of gaining development approval for their proposed Algae Farm in Northern NSW. The algae farm will be the first of its kind in the region.

Essential Greens will manage the farm and it will consist of algae cultivation tanks as well as water holding tanks and operations buildings to accommodate the office, laboratory, engineering, amenities, algae processing and storage facilities.

Earth is facing an ever increasing food dilemma from a number of causes including drought, depletion of krill supplies, human conflict and population growth. Essential Greens believe that algae cultivation provides an important solution to the world food crisis and reduces the environmental impacts associated with agriculture and food production.

The proposed farm will cultivate algae which produces a high nutritional value food product using significantly less water and a smaller footprint compared to traditional agricultural practices.

For more information on this project visit:

<https://geolink.net.au/project/a-new-algae-farm-planned-for-northern-nsw/>



[Cannabis Facility in Casino](#) by Mackenzie and Marcus

The Cannabis Processing Plantation would have been managed by a Canadian Company – PUF Ventures. It was a shame that no Australian company had come up with a plan to produce medicinal cannabis oil at such a level.

Some of the views from people about the facility was that it would be a good thing for the area, but most people would have preferred it to be an Australian company initiative. Others felt that it would be good for the area in creating more jobs which would reduce the area's unemployment rate as well as the benefits for the people with ailments that the oil would assist. All up it was a whopping 92% in the area that agreed it was a good initiative for the area.

Even though the local council, community and the local State and Federal Members of Government were all for this enterprise to go forward, with all of the legal issues associated with this kind of enterprise within the State and Federal Government over cannabis, it was held up for too long, making PUF Ventures decide to withdraw their application and move it to another country.

Bali Rice Terraces by Taj

In Bali people have changed the shape of the land through farming the rice. Almost every hill and every flat piece of land is a rice field. These rice fields are called terraces and they are famous on the island because they look so beautiful.



Katherine Hot Springs by Taya

Katherine is located in the Northern Territory (three hours to Darwin or 375km).

The Katherine Council spent \$2000 on the hot springs and now there's paved cement paths and bridges. These pools include two hot springs joined through the middle by a narrow stream to connect. This has made it a major tourist attraction.

The Aboriginal people in this area call it the Mataranka Hot Spring. Once this was only known to the Aboriginals and they would clean themselves and swim in these pools.



Pacific Highway – Coffs Harbour Bypass by Atlantian

The idea of a highway is so people can go faster so they can get to where they're trying to go sooner, but Coffs Harbour is a large city, it will take longer to go through it than go around it, that is why there needs to be a bypass. Other towns and cities have been bypassed, so why not Coffs Harbour?

The state government has been discussing the route the bypass will take for a few years but every time they come up with one it can't be approved because a highway going through any piece of land is an inconvenience. The farmers don't want to sell parts of their land to the government, aboriginal groups don't want certain parts of land to be disturbed because they are sacred, conservationists don't want forests damaged where there are rare animals like koalas.

However Coffs harbour government and shop keepers don't want a bypass; if there is a bypass they will not get the extra tourist money they need to keep the business popular.

This seems to be an issue that affects everyone from individuals and groups with a special interest, local government, state government and National government as the Pacific Highway goes through three states.

Secondary News – History

Year 10 History – students' work



The Bringing them home report tells the story of Paul. He was taken from his mother when he was only five months old. He had awful experiences in foster homes and families. In the family where he spent most of his childhood he was regularly beaten. "The foster family would punish me severely for the slightest thing they regarded as unacceptable or unchristian-like behaviour, even if I didn't eat my dinner or tea. Sometimes I would be locked in my room for hours.

Countless times the foster father would rain blows upon me with his favourite leather strap. He would continue until I wept uncontrollably, pleading for him to stop." (Confidential submission 133, Victoria)

Ken was a baby when he was adopted by a white family. According to his adoptive father Ken had a difficult time growing up in a white community. "[By the time Ken was a teenager] he was in fact an isolated individual, alienated from the stream of life with no feeling for a past or a future, subject to racism in various forms day in and day out. No wonder he withdrew to his room, and as he told me later, considered suicide on occasions." (Confidential submission 266, Victoria.)

Some families were lucky enough to be reunited. This doesn't change the emotional trauma that happened "We may go home, but we cannot relive our childhoods. We may reunite with our mothers, fathers, sisters,

brothers, aunties, uncles, communities, but we cannot relive the 20, 30, 40 years that we spent without their love and care, and they cannot undo the grief and mourning they felt when we were separated from them." (Link-Up (NSW) submission 186 page 29).

People who were victims of the stolen generation suffered emotional and physical trauma. They suffered racism in white communities.

Exercise 3

"If people are brainwashed to think they're inferior then there is a collapse and people begin to act in negative ways and this is served up as proof of 'inferiority'. This gets handed down to our kids who hear it all around. [We] need to remember how great we were and go forward from a position of strength."

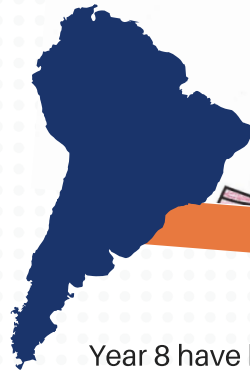
Using this quote and your own knowledge, discuss the power of a deficit discourse and the reasons we must change the way we speak about Aboriginal and Torres Strait Islander Peoples.

Now is a better time than any to take a look back at how Aboriginal and Torres Strait peoples are spoken to and about and reflect on how best to change the way we speak about them and look at the real issues as to why there are lower life expectancies, higher imprisonment rates, fewer Aboriginal and Torres Strait finishing school and going onto employment and higher educations, poor health and wellbeing and lower income.

A deficit discourse within our history has forever given Aboriginal and Torres Strait Islanders a feeling of inferiority. Telling us from a young age that we are disadvantaged, unhealthy, poor and uneducated gives us no hope. It is time to speak positivity and life into our nation. Showing our whole nation that we can remain a strong culture and with access to better health and wellbeing facilities, a good education, support from families and peers, we can dream big and achieve our goals.

History news!

In History Year 7 have been studying the very ancient past, including the Iceman Otzi and the Indigenous history of Lake Mungo. Students are now studying the fascinating culture of ancient Egypt, exploring the various gods and goddesses which the ancient Egyptians prayed to and their beliefs in the afterlife and mummification. Can you decipher Keighan's hieroglyph message below? You can find the answer on the next page!



Wow!

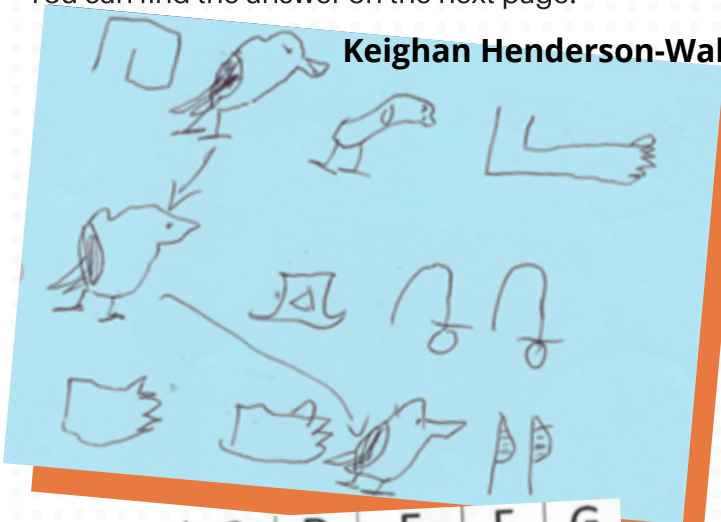
Year 8 have been investigating the Medieval World of European explorers so far this year. In first term we looked at the Vikings, their society and how they set out to find new worlds. Below is a description written by a student describing how adventurous the Vikings were:

"Nearly 500 years before the birth of Christopher Columbus, a band of European sailors left their homeland behind in search of a new world. Their high-prowed viking ship sliced through the cobalt waters of the Atlantic Ocean as winds billowed the boat's enormous single sail. After traversing unfamiliar waters, the Norsemen aboard the wooden ship spied a new land, dropped anchor and went ashore. Half a millennium before Columbus "discovered" America, those Viking feet may have been the first European feet to ever have touched North American soil."

YEAR 8 STUDENT,
JUNE 2020

After the Vikings, we studied the society of the Aztecs of South America and what happened to them when Spanish explorers arrived to colonise their lands. See the great colouring in by one of our students of a Jaguar warrior above. Now this term we are exploring the world of the mysterious Khmer people from Angkor in Cambodia. How did they build their magnificent temples? What kind of people were they? Year 8 History is fascinating!

Keighan Henderson-Wales



A	B	C	D	E	F	G
H	I	J	K	L	M	N
O	P	Q	R	S	T	U
V	W	X	Y	Z		



Year 9 have been introduced to a lot of new concepts in their History studies this year. They began the year with the Industrial Revolution in Britain, studying its short and long-term impacts, including global changes in landscapes, transport and communication. The latter, of course, including their own beloved mobile phones!

They then moved to studying 'Making a Nation', and learning about Australia's advance from six separate colonies to Federation. They looked at migration policies, voting rights and workers', womens' and Indigenous Peoples' rights. In other words, they learnt that a new nation doesn't leap into a ready made shape, that it is shaped by evolving policies concerning human rights.

They are now working on WWI and learning about how imperialism, nationalism and the armaments race led to a war of attrition that laid waste millions of lives and changed the future forever.

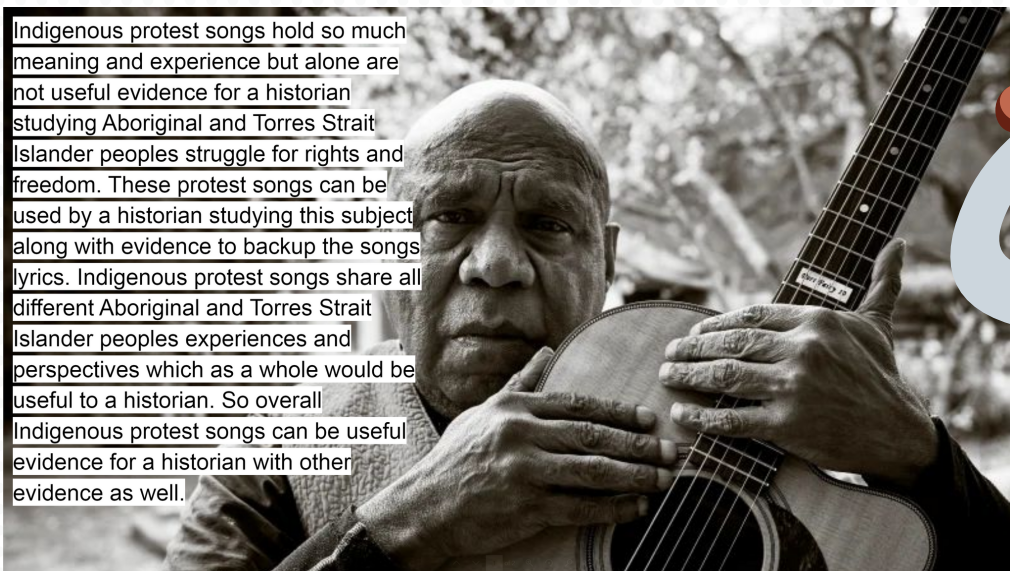
Year 9 have been participating in weekly online lessons through Microsoft Teams - on the right is a screen shot of History teacher Patricia Lemos using jamboard for a brainstorm session on WWI. These are every Monday at 12pm.

History study is full of drama, and contesting perspectives that teach students how to look for evidence to support perspectives. By learning to analyse sources students learn to focus in detail on evidence. Ultimately History study teaches students to think and argue.

Gotta be good!



The Year 10 History cohort have been working through an interesting and relevant series of units this year. Students started the year with our 'Modern World and Australia' unit which introduced the major events and changes that occurred around the world and in Australia after World War II, and learnt about how these changes have affected us today. The next unit we looked at was 'Rights and Freedoms', in which students learn about the struggle for rights and freedoms for Aboriginal and Torres Strait Islander peoples during the 20th century and the beginning of the 21st century. Students completed an assessment task for this unit using protest songs as a means of evidence for historians studying the experiences of Aboriginal and Torres Strait Islander peoples, some of which are represented here. Into Term 3 now, and students are working on our 'Migration Experiences' unit which explores the changing patterns of migration since the end of World War II, the government policies that influenced these changes and some specific examples of migrant stories.



Indigenous protest songs hold so much meaning and experience but alone are not useful evidence for a historian studying Aboriginal and Torres Strait Islander peoples struggle for rights and freedom. These protest songs can be used by a historian studying this subject along with evidence to backup the songs lyrics. Indigenous protest songs share all different Aboriginal and Torres Strait Islander peoples experiences and perspectives which as a whole would be useful to a historian. So overall Indigenous protest songs can be useful evidence for a historian with other evidence as well.



GEORGIA SHIRLEY

Year 10

Hieroglyph's answer: have a good day

School Camp 2020

"Due to current COVID-19 restrictions imposed by NSW Department of Education, and in consideration of the health and safety of our students, their families, our staff and the community, it is with regret that we announce the cancellation of Southern Cross Distance Education School Camp for 2020.

Camp had initially been postponed until Term 4, in anticipation of things returning to normal by then. Unfortunately we remain in a time of crisis, and must adhere to the advice of the NSW Department of Education and health authorities, whereby school camps remain on the list of restricted activities for schools in NSW.

We anticipate on returning to Exodus Adventure Camp next year in Term 2, and look forward to seeing you all then. Look out for information in the school newsletter for updates at the beginning of 2021. "



THE NSW POLICE FORCE IS RECRUITING NOW!



Are you wondering what you want to do when you leave school?

The NSW Police Force recruits all year round and recruits approximately 1200-1500 Police Officers per year. The starting salary for a Probationary Constable is approximately \$73,000 per annum; this does not include overtime and shift penalties.

The NSW Police Force offers some of their training in an on-line environment prior to attending the NSW Police Academy in Goulburn.

Go to our website and take the eligibility quiz to see if this is the job for you.

You will attest as a Probationary Constable and attain an Associate Degree in Policing Practice. In addition, there are many Specialist areas within the Police Force such as Airwing, Dog Unit, Highway Patrol, Water Police, Police Rescue and many more.

Recruitment Branch contact number: 1800 222 122

Recruitment Branch Website: www.police.nsw.gov.au/recruitment

Recruitment Branch Facebook: NSW Police



Recruitment Branch page where you have the ability to ask us questions 24/7.

DIGITAL PARENTS SHOWCASE

CONTENT FOR PARENTS TO HELP SUPPORT YOUR CHILD
MAKE INFORMED CAREER CHOICES!



**SKILLS AND
THRILLS**

TOPICS COVERED

- Industry trends/ Jobs of the future
- Covid-19 impacts on industry
- Vocational Education and Training (VET) Options: School - delivered VET, SBATs and EVET
- Apprenticeships / Traineeships
- TAFE / Private Training Providers
- Funding options available (Smart and Skilled)
- Useful resources and support services

A SHOW NOT TO BE MISSED!

WHAT: Free Digital Parent Showcase Video (20 minutes- access anytime via online link)

WHEN: Available online from August 10- September 04 2020 **only**

PRE REGISTER FOR VIEWING INFORMATION: www.skillsone.com.au



skillsone



Future Choices Virtual Transition Expo

for Students with Disability

9th September 2020 9-5pm

Presented by



Regional NSW & ACT

futurechoices.vfairs.com



The *Future Choices Virtual Transition Expo* for Students with Disability is a unique opportunity that connects young people and tertiary graduates with disability to:

- Education / training providers
- Employment services
- Employers
- Apprenticeship / traineeship services
- Disability providers
- Assistive technology suppliers
- Government services

...and other support services to help them make informed decisions about their future.



Our virtual expo platform is accessible and has a range of features that the audience can use to fully participate in the event.

To register for the Future Choices Virtual Transition Expo:

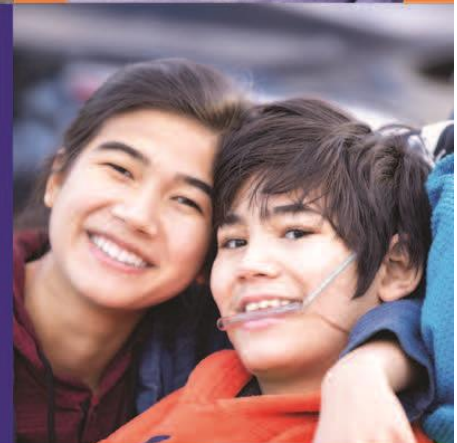
- 1 Visit futurechoices.vfairs.com and register as an attendee.
- 2 Log on during the event (9th September, 9am – 5pm).
- 3 Explore the exhibit hall.
- 4 Attend the webinars that are of interest to you.
- 5 Parents and carers are also welcome to register along with staff / services supporting the transition of students and people with disability.

Are you studying AND looking after a loved one?



If you care for a family member or friend with an illness, disability or mental health issues, you could be eligible for one of the 1,000 bursaries available to young people juggling study and care.

The Young Carers Bursary offers \$3,000 towards continuing your study.



APPLY NOW

Applications for 2021 open from 28 July to 8 September 2020

To be eligible you must be a young carer who is:

- aged between 12–25
- studying or completing an apprenticeship
- an Australian citizen or permanent resident
- not receiving another scholarship.

What are you waiting for?

For more info and to apply check out:

YoungCarersNetwork.com.au



**YOUNG
CARERS
NETWORK**

NSW Department of Education

Calendar 2020



January							February							March						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
			1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
19	20	21	22	23	24	25	26	27	28	29	30	31								

April							May							June						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
			1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
19	20	21	22	23	24	25	26	27	28	29	30	31								

July							August							September										
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			1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18				
19	20	21	22	23	24	25	26	27	28	29	30	31	1	2	3	4	5	6	7	8	9	10	11	12

October							November							December											
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25	26	27	28	29	30	31	29	30	27	28	29	30	31	1	2	3	4	5	6	7	8	9	10	11	12

Key dates

- **Term start and end dates***
 Term 1 – 28 Jan to 9 Apr 2020
 Term 2 – 27 Apr to 3 Jul 2020
 Term 3 – 20 Jul to 25 Sept 2020
 Term 4 – 12 Oct to 18 Dec 2020
- **Western division – Term 1** – 4 Feb to 9 Apr 2020
 Term 2 – 27 Apr to 3 Jul 2020
 Term 3 – 20 Jul to 25 Sept 2020
 Term 4 – 12 Oct to 18 Dec 2020
- **School development days***
 Eastern division – 28 Jan 2020
 Western division – 4 Feb 2020
 All schools – 27 Apr, 20 Jul, 17 Dec, 18 Dec 2020
- **School vacation dates 2020**
 Summer – 23 Dec 2019 to 27 Jan 2020
 Western division – Summer – 23 Dec 2019 to 3 Feb 2020
 Autumn – 13 Apr to 24 Apr 2020
 Winter – 6 Jul to 17 Jul 2020
 Spring – 28 Sept to 9 Oct 2020
 Summer – 21 Dec 2020 to 26 Jan 2021
 Western division – Summer – 21 Dec 2020 to 2 Feb 2021
- **Education Week**
 3 Aug to 7 Aug 2020
- **Exam dates**
 Selective high school placement test – 12 Mar 2020
 NAPLAN paper test – 12 to 14 May 2020
 NAPLAN online test window – 12 to 22 May 2020
 Opportunity class placement test – 29 Jul 2020
 HSC written examinations – 15 Oct to 6 Nov 2020
- **Public holidays**

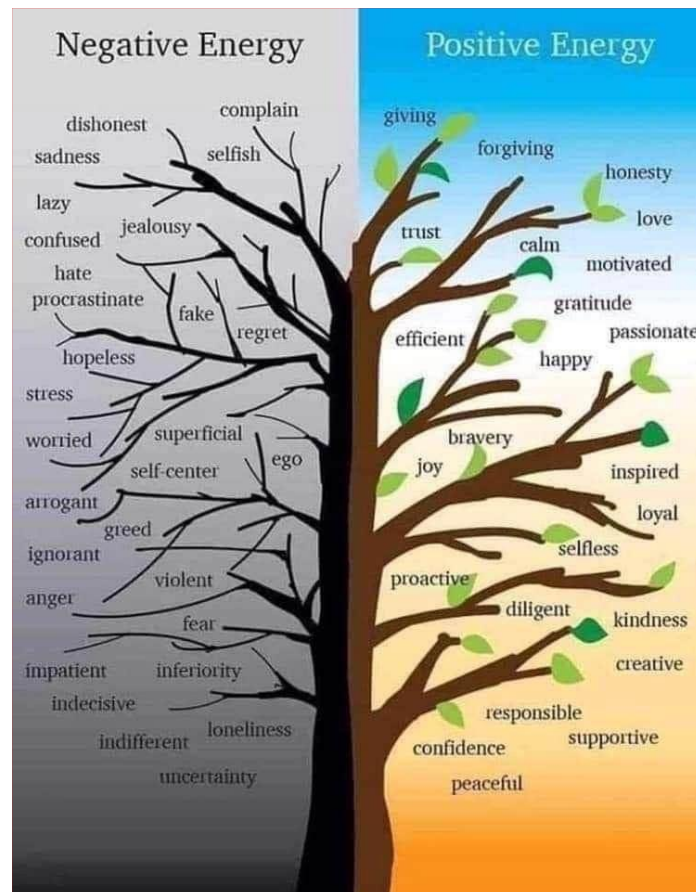
! School zone speed limits apply on all school days, including school development days.

*Check with your local school as some dates may change.

Get connected

Follow us on Twitter @NSWEducation | Follow us on Facebook @NSWDepartmentofEducation

Visit education.nsw.gov.au/calendars for more details.



Opportunity * Wellbeing * Engagement