

In this issue...

- Headmaster p1
- Deputy Covid report p2
- Primary News p3
- Secondary News p6
- Faith p10
- Creative & Performing Arts p11
- Agriculture @ OAGS p13
- Sport @ OAGS p14

It's a date...

- Monday 29 August
WAS Athletics
- Friday 2 September
Father's Day Breakfast
Charlie and the Chocolate Factory
OPENING NIGHT!
- Saturday 3 September
Charlie and the Chocolate Factory
Matinee and Closing night
- Tuesday 6 September
Year 8 Coding Camp
- Thurs/Fri 8-9 September
Cricket Blast
- Friday 9
Charlie and the Chocolate Factory
Cast Party
- Saturday 10 September
PnF Trivia night



From the Headmaster...

Choice, Challenge and Celebration.
The last fortnight highlighted the many great opportunities OAGS provides the community and its students. From HICES Primary Athletics competitions, the National Merino Show to 'Dreaming with eyes wide open' for book week.....the list goes on. On Tuesday this week, a parent approached me alive with enthusiasm during a busy Stage 6 Elective Information Evening. Her conversation was of the gratitude she had for the School and the amazing opportunities and care that it's wonderful team of educators bring every day...



She finished by exclaiming '..... it's now very much up to him (her son) to make something of it!'

With choice comes the challenge of application. Success doesn't come through mere choice, application is key to success. Overall, opportunities are only really captured by the level of grit and determination we are willing to apply. That's the challenge. This week Laila didn't blitz HICES athletics just by invitation and Rhys didn't smash his Year 12 Chemistry Trials out of the park, just by sitting the examination. Year upon year, they have applied themselves with consistency and determination.

As Headmaster I am looking forward to the School Musical, Charlie and the Chocolate Factory, commencing on the 2nd September. When we see our children work hard and apply themselves to something, we get a little anxious when it comes to judgement day - the championship, the examination or the much anticipated performance. Whilst the end result doesn't change our love for them, we want the result to reflect the effort, the application and the determination of our children.

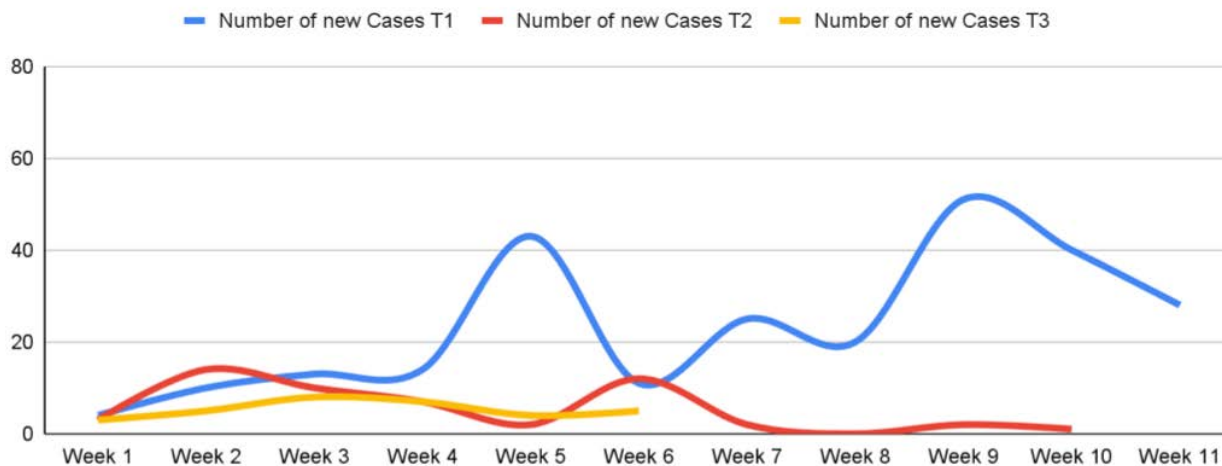
There is no doubt in my mind that the musical performance team have not only taken up the opportunity, but have met the challenge through relentless rehearsal and determination to get it right. They may not have been singers and dancers or musical performers when they chose to join up, but they are now, through the hard work and careful guidance of their teachers.

Celebrating our children's success is important both individually and corporately. It sends a clear message of what we value. I look forward to celebrating the sporting and academic success of our children at the presentation evening next term. I look forward to celebrating our Year 12 at the Valedictory Service and Dinner at the end of this term. Be sure to not miss out celebrating the grit and determination of our musical performers on the 2nd or 3rd of September at the Civic Theatre. None of your children may be performing, but their grit and determination on display will be worth watching and celebrating. Be sure to not miss out, what we celebrate with our children is what we value.

Deputy Covid report

Thank you for your ongoing support with managing COVID in our community. All families and staff are reminded that it is critical that all positive cases are recorded in a timely fashion by using [this form](#).

Number of weekly new COVID cases



In order to provide further insight for those families who desire it, you can now dig a little deeper into the COVID data by accessing [this link](#). This is a live link that will auto update each time a COVID case is reported in the school. By noting year groups of interest and regularly checking, families will be able to monitor the school's position on a case-by-case basis. [Please note that in order for the graph to show the most current data, you will need to refresh your browser, or close and reopen the link].

The most recent updates to COVID guidelines for schools state that communication regarding COVID cases should be communicated to families as is most appropriate to the situation. The advice states that schools should regularly notify the school community about cases in the school, but there is no need to send multiple communications in a short period where multiple cases have been reported to the school.

The usual school snapshot is below. If particular student groups experience an infection rate that is significantly higher than the school as a whole, affected families will receive additional information that is relevant to them. I trust you find this information a useful tool to help give you insight this term.

Families are likewise advised at this time to be mindful of the cold and influenza season that is now upon us. Some anecdotal evidence suggests that this winter may well see an increased incidence and families are advised to be particularly vigilant. As always, please keep your child at home if they have any cold/flu symptoms. With some Influenza A cases already amongst us, a careful eye to thorough hygiene practices is essential.

Sincerely,
Scott Hazelton
Deputy Headmaster



PRIMARY NEWS

Prep News

This term Prep students have been exploring using natural resources in art as well as exploring the concepts that art can be permanent (you keep it forever), non-permanent (you create something then it is packed away or destroyed) or semi-permanent (you create something that is kept for a while before being packed away or destroyed). They have explored weaving, which lead to the construction of some fabulous stick tepees, a semi-permanent form of art that is also a wonderful place for play and imagination. They explored collage using a variety of natural materials. For many students the non-permanent form of this art was very freeing and students who had not previously engaged deeply with art were suddenly spending a very long time creating and recreating. Most recently they have



been exploring art using sand. The students were extremely inspired by watching some videos on sand sculpture and have spent over a week exploring and experimenting with creating sand sculptures and sand castles, they even asked their buddies to help them create sandcastles, which lead to the sharing of ideas and has resulted in the prep students creating more complex and detailed sculptures in the sandpit.

Krishna Thomas, Christine Edwards and Paige Palmer
Prep Teachers



Kindergarten News



This term in Kindergarten we have been covering new and exciting topics in our lessons. Some highlights of our week include our coding day where we are able to explore the coding cycle with 'BeeBots' and it hasn't taken long at all to identify our natural coders. Another highlight of our week is when we get to go to Kumiai Ryu Martial Arts for Sport each Wednesday to learn skills of Karate, including self discipline, balance and control. In our Integrated unit we have been learning about all the different types of weather. We have been creating our very own weather chart to track Orange's weather, we have noticed that in Orange (when we are at school) we have had only 5 sunny days in the month of

August, most of our weather has been cloudy with rain! We felt inspired by the recent rain and decided to create our very own rain artwork using coloured die and blow painting. Blow painting is when air is forced through a straw to move or guide the medium to travel in a certain direction. In Maths this week, we are continuing our understanding of Data, we will be collecting information through questioning, recording the information using different methods and then creating



different types of graphs with this information. So far through our investigation we have come to the conclusion that most of Kindergarten and their Year 6 Buddies enjoy honey and milk on their Weet - Bix! In English we are reading a new book called 'The Cunning Crow' by Gregg Dreise. Students are beginning to explore the illustrations and story plot in the book and explore and discuss what they might mean.

Primary Pastoral Care - 7 Habits for Happy Kids

Primary Pastoral Care - 7 Habits for Happy Kids

As we continue on our journey to introduce our school community to the '7 Habits of Happy Kids' we come to one of the most difficult habits to adopt consistently because we are, by nature, selfish beings.

Habit 5: Seek First to Understand and then to be Understood (Listen First, Then Speak)

Interestingly, we all want to be heard by others and yet find it so hard to truly listen to others. There is a difference between 'hearing' others (the mechanics of our brains detecting sound through our ears) and truly 'listening' to others (using our eyes and heart as well as our ears to truly understand what someone is trying to communicate). But if we want to have good relationships with others and become interdependent, then we need to have consideration and courage in equal measure. We need to be considerate enough to truly listen to them and courageous enough to respond with our own point of view expressed in light of what the other person has said.

Please continue with us on this journey by chatting with your child(ren) about their learning of this habit. If you have any questions or comments, I'm only too happy to chat with you.

Mrs Kate Bracks
Primary Pastoral Care Coordinator



Book Week

Book Week is an exciting time in our school year where we can devote a week to celebrating the wonderful opportunities that books, and reading in general, provide us. This year's theme was "Dreaming With Eyes Open" and we were overwhelmed with an enormous number of creatures, characters and critters from books across the ages.

From a few Where's Wally's, to a couple of Gruffalos and Stick Men, a handful of Harry Potter witches and wizards, the 3 Little Pigs, a team of footballers and a unicorn or 2. We even had a Thomas the Tank Engine! The time, thought and creativity gone into the costumes this year was inspiring and shows just how much our school community values literature and reading.

Our staff were not to be outdone, with our Stage teams working hard on group costumes to entertain our students. The Prep team surprised us with the Gruffalo characters, Kindergarten showed us the dreaming story "How the Birds Got Their Colours", Stage 1 joined together to form the Rainbow Serpent, Stage 2 were a colourful bunch of Mr Men and Little Misses and Stage 3 brought the magic of Peter Pan to life.





SECONDARY NEWS

Year 12 - pushing for the finish line

Last week our Year 12 students sat their Trial HSC Examinations and completed their final internal school final school assessment. Whilst our year 12 students have been busy in the examination room, students have also been diligently producing major works for external assessment and now is a good time to pause for a moment and reflect on some of these.

Students in year 12 Music 1 will perform 4 pieces as part of their external assessment for the HSC next month. Under the guidance of Mr Annett, Ailis and Bryce will perform these pieces for external marks at the Orange Conservatorium of Music, accompanied by some of our other gifted musicians in year 9 to 11. The HSC students will perform on their instruments of choice (trumpet and guitar) music that best illustrates their musicianship and in some cases songs written by the student themselves. 2022 is the first time students have taken Music 1 through to HSC level and it is a wonderful reflection on the schools continued growth and development.



OAGS has a long history of students studying Visual Arts for the HSC. The Body of Work that Haylea and Evie will submit for marking is the culmination of their creative pursuits over the last 12 months. The title of Evies Expressive Form is atm...Seek the Truth. It is a Collection



Of Works as interpreted by Evie. Her art making style has been influenced by her interest in Manga Anime Drawing which originated in Japanese Pop Culture in the early 2000's. The concept behind the works is that 'finding truth in our lives is often a struggle where there will be other people, hurdles and barriers, including Satan, which an individual may encounter on their journey to find the answers they seek.'

The works were developed and completed using a variety of art making mediums, including acrylic paints, oil pastels, coloured pencils, wood and paper on 7 stretched canvases. Each canvas resonates with layers of interconnecting conceptual meanings. The title of Haylea's Expressive work is Holding me Down. It is an artistic interpretation of some original research that Haylea conducted earlier in the HSC around mental health. Using the mediums of acrylic and oil paints on a mannequin she has depicted moments of a person's struggle that people often want to conceal. Evie and Haylea have worked continuously on their art major throughout the year and they should be commended for their efforts.

Design and Technology students too have been working towards solving a problem through an extensive design process. Ailis, Georgia, Bayden, Ella, Jess, Thapelo and Jaxson have tackled a variety of briefs and designed projects across a broad range of domains. The photos below provide a glimpse of some of these projects. Ella, Bayden and Ailis have also had the added challenge of being required to pitch or present an aspect of their project to an audience for feedback. It has been encouraging to see the positive feedback that students and teachers have provided as they have done this.

Year 12 has come so far and done so well. Whilst they are not there yet, we are proud of the hard work that our students have put into their studies

Mr Tim Brown
Director of Secondary School



Spelling under the Microscope

Spelling and spelling tests have always been a fundamental part of education, particularly in the English and Humanities subjects. Across the board, a student's ability to be able to spell correctly creates an impression on their reader and indicates the skill level with which they are able to communicate.

Recently I have been examining methods of delivering spelling to my Stage 4 (Year 7) class in the wake of our recent (over?) reliance on online platforms throughout the COVID-affected school year. I decided to ask the question: How do weekly spelling tests delivered in both handwritten and online forms have an effect on student results?

Armed with this question, I have been pursuing this question with a real time research project with the students in my class. Alternating between writing a spelling list on the board and publishing them on Canvas, I conducted weekly spelling tests to see which method of delivery suited my students best. A number of interesting results came up.

Firstly, students tended NOT to write down the spelling words in their English books when supplied with them online. Who knew teenagers were reluctant to put in extra effort? Having access to their spelling list on their devices seemed to negate the need to stick to the traditional methods of 'Read, Cover, Write, Check', or to even study them at all. Copying the list from the board ensured that at least once during the week my students were guaranteed to look at, and think about, the words being tested at that time.



A number of students commented to me after testing poorly during an 'online week' that they had copied one or more of the words incorrectly from their device, therefore learning how to spell it incorrectly from the beginning. Is this because they are distracted when using devices for learning? Do our students still need the structure of the classroom in order to focus on the task at hand?

Overall, the impact of online learning is one that we must face, regardless of how we feel about it. In this case, my preliminary evidence suggests that while device based learning is here to stay, it is at its most effective only when complimented with clear instruction, focus and handwriting the words.

Ms Catherine Stevenson
English/History Teacher

Arg! I Have to Study English in Stage 6, BUT WHICH ONE?

The study of English at a HSC level is a mandatory and intensive process, and therefore, the choice of which course to enter into is one that should be thought through very carefully. English, particularly for those of who want an ATAR, is exceptionally important as these 2 units are counted towards its calculation, regardless of how well students perform in it.

Both courses WILL involve the following:

- Reading the texts at least twice.
- Compiling notes
- Textual analysis
- Engaging in the drafting, seeking feedback, editing, re-drafting and finalising of multiple practice essays, creative, informative, discursive and persuasive texts, as well as compiling shorter answers to unseen texts

Considerations as to which course to choose should not just address the Module topics that will be studied. Students should also factor in:

- external factors such as time availability - do they have a part-time job and extra-curricular activities that take up a considerable amount of their free time?
- internal factors such as whether they intrinsically love language and literature and are genuinely interested in how it is constructed.
- do they like, (or are willing to learn how to like), Shakespeare?
- how confident they are in reading across various text forms.
- how well they are able to write using various registers and text-types.
- grades achieved so far. Normally Advanced English would be recommended for students who average a B or above grade.

Both Advanced and English Standard requires students to study four text types over the four modules – prose fiction, poetry or drama, non-fiction or film or media. Standard English shares the common AOS module with English Advanced which is marked against a common criteria. Students in both courses need to study a related text of their own choosing for the Common Module. There are elements of both the Year 11 and HSC Year programs that are common or are very similar. The Common Module in Year 11 “Reading to Write” looks at how authors construct their texts and asks students to use the techniques they have identified, in their own. There is a Close Study Module - here, students will look at the texts as pieces of literature in their own right and assess the integrity of them for modern audiences. The HSC course too has similar areas. The Craft of Writing builds on the skills learned in Reading to Write. The Close Study unit does the same as that in Year 11. The Common Module - Texts and Human Experience asks students to ask what their text can tell us about what it is to be human. The texts chosen will vary depending on the teacher and the candidature. In Advanced, Shakespeare is mandated. In Standard, rather than requiring students to take a Shakespeare, teachers have the option of choosing it as the dramatic text. This would be dependent on the calibre of students enrolled in the course.

Standard English is an equally challenging course. Serious work is required to achieve credible results. The texts are more accessible, but NOT easier - this is an important distinction. It is possible to achieve top band results in this course AND great ATARS but it is difficult and you do have to be committed to the drafting/editing and feedback process. There is less of an expectation to have a personal voice.

The other important consideration when choosing which level of English is right is students' pattern of study. If your child's chosen pattern has some really difficult maths and science courses built into it, then choosing Advanced English, unless they are quite gifted at it too, may be a bridge too far. Students need to think ahead to this time next year when they have Year 11 Yearlies around the corner, then another year forward when they have HSC Trial Exams looming and decide whether the stress undertaking such a pattern will inevitably cause, is going to be detrimental to their wellbeing and counterproductive to their ATAR goals.

A word of warning - don't choose the course according to who you think may be teaching it - this is always a dangerous practise as timetables are notoriously fickle creatures so disappointment may result!

As always, the teachers on the English staff are always very happy to have a chat to you and your child about what their thinking is around this important decision.

Wendy Campbell
Acting English/HSIE Coordinator



FAITH

Contact david.whittingham@oags.nsw.edu.au



Prayer for OAGS

Christian Mission is one of our school's key Strategic Priorities. We want to show our whole community the love of God and to find peace, identity, purpose and salvation through Jesus Christ. We seek to help our students move towards maturity in their relationship with Jesus so that they can show his love to a broken world.

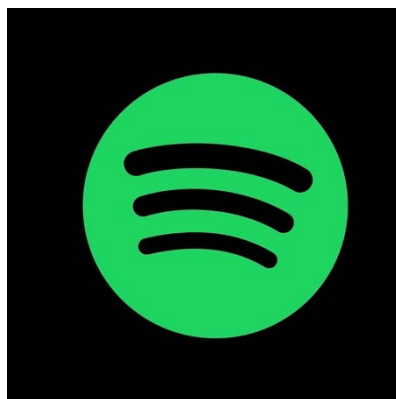
We can only do this with God's help. If you would like to commit to praying for our school and mission then you please sign up [here](#). You will receive a fortnightly prayer letter in your inbox to help guide your prayer.

David Whittingham
Chaplaincy Coordinator

Christian Studies Song Playlist

In Christian Studies and chapel we have lots of fun singing and listening to songs. You can access these songs anytime to listen with your children in the car, at home... wherever you can access Spotify. On Spotify we have a playlist called *Christian Studies OAGS*. Some children were very excited to tell me just the other day that they were listening to it on the way to school. Spotify is free to download and the playlist can be easily found when searched for by name.

David Whittingham
Chaplaincy Coordinator



You are invited to

Primary Chapel

We would love parents and carers to join us for chapels so that you can share in the fun learning we have each week.

Prep-Stage 1 - Monday 12:55-1:20pm
Stages 2 and 3 - Tuesday 12:55-1:20pm

Please sign in at the office before joining us in the Media Centre



CREATIVE AND PERFORMING ARTS

OAGS Dance Academy

With a successful Eisteddfod season wrapped up, our OAGS dancers can look forward to the 2022 Dance Concert where new routines will be seen. Over the remaining weeks of Term 3 students will be learning new choreography to present to parents at the Dance Concert. Well done to all students who danced beautifully at the Orange Eisteddfod in the schools group section, we are so very proud of your efforts in making the day one to remember! Congratulations to you all on your amazing performances and the way in which you all behaved on the day. It is a lovely thing when Eisteddfod staff notice impeccable behaviour from a school and commend each and every student for this. If your child would like to join OAGs Dance Academy please contact Mrs Reynee Ward: reynee.ward@oags.nsw.edu.au.



Orange Schools Dance Section - Orange Eisteddfod.

- | | |
|--------------------|-----------------------|
| Stage 1 | Highly Commended |
| Stage 2 | Highly Commended |
| Stage 3 Girls | Very Highly Commended |
| Boys Groups | Highly Commended |
| Stage 4 | Third Place |
| OAGs Dance Company | First Place! |



Mrs Purvis Dance Coordinator

Orange Anglican Grammar School Presents



2nd & 3rd September 2022
Orange Civic Theatre

Get your tickets now!



SCAN ME

The cast of "Charlie and the Chocolate Factory" have been busy putting the final touches together for the show. The Primary and Secondary School were both treated to a small taste of the production in assembly, with lots of positive praise and support from the school. Cast members performed their first full dress rehearsal on Sunday, with over 100 costumes and hundreds of props and set pieces. The show is coming together in epic proportions. Only one week to go, so get your tickets now!
Mrs Crane, Musical Director



Beginner String Ensemble

In an exciting development for the string programme, we have just started a new ensemble for our newest young players. Under the excellent guidance of string tutor Angela d'Elia the group are making some wonderful sounds.





Agricultural Centre of Excellence

National Merino Show and Sale

The Livestock Exhibition team took on over 60 schools and 500 plus students at the Dubbo National Merino Show and Sale this week, and while we wait for the final carcass results to come in, Mrs Eyb is delighted to report at the first ever show for our students, the students achieved fabulous results.

Year 9 student Emma Little represented the school in both fleece and livestock judging, reaching to the top five in the fleece division against some very experienced competitors. While Emma was unsuccessful in gaining a spot at the Royal Easter Show, she spoke extremely well and demonstrated a lot of behind the scenes knowledge of the Australian Wool Industry. Earlier in the week, the students were very privileged to receive a wool classing lesson from Mr Scott Warner of Quality Wool, and this was very helpful not only in the preparation of our sheep, but in developing students' fleece handling and assessment skills.

Our sheep received a rave review from the overjudges, who declared them to be among the best presented sheep of the show both in terms of overall care and showering presentation. The students also made the finals of the meat division and were very unlucky not to make the top four teams for the Tablelands division.

With the spring show season starting up, the Alpaca team are competing this weekend at the Goulburn Charles alpaca show and the cattle team are running a substantial team at the National All Breeds Heifer Show next weekend at the Blayney Showground. Parents and students who are interested in finding out more about the livestock show teams are most welcome to come along to Blayney next weekend and watch our students in action.





Summer Sport Nominations close this FRIDAY 26TH AUGUST

Our Summer co-curricular nominations for touch football, basketball and triathlon close Friday 26th August. Once nominations are collected teams will be assigned and registration information will be out to all players in Week 7. Please read all information sent to you to ensure we have all players registered, uniforms ordered by the cut off date ready to take the field or court Week 1 Term 4.

Reminder - OAGS is now taking outside player nominations, If you have friends or family looking for a team get them into email the school sport@oags.nsw.edu.au requesting an External Player form.

Winter Sport is coming to an end with under a month to go. End of season packs are ready for collection from your Sports Coordinators, please send through photos of how your team ended the season.

Team Photos for the Yearbook 2022



We would love team photos and a little write up to possibly add to the yearbook. Please just send them through to admin@oags.nsw.edu.au

Primary Athletics Team - HICES Athletics Carnival Aggregate Pointscore Winners!

Our Primary Athletics Team travelled to Sydney Olympic Park this week to compete at the HICES Athletics Carnival. Leaving on Tuesday afternoon, the team travelled to their accommodation at Valentine Park to enjoy some team bonding, a healthy dinner and a good night's sleep prior to competition. This proved to be a critical decision given that snow and ice closed the Great Western Highway for several hours on Wednesday morning.

Starting at 8.30am, the team hit the ground running with a dominant showing in the relays, with each team winning their heat in convincing fashion. Overall, our relay teams finished 1st for the Junior Girls, 3rd for Junior Boys, 3rd for Senior Boys and 4th for Senior Girls. This was a brilliant start to an amazing day of fun and competition, with each member of the team cheering each other on, supporting their team and assisting the teachers throughout the day. Each of our team members is a true champion after demonstrating some amazing sportsmanship.

At the end of the day, the OAGS team was named as the winner of the Aggregate Pointscore! The HICES team has been selected and we are excited to announce that the following students will be representing HICES at the upcoming CIS Athletics Championship:

Laila Buckland - 100m, 200m, 800m, long jump, high jump

Langdon Buckland - 200m, high jump

Victoria Chung - shot put

Annabelle Davis - shot put

Daisy Dwyer - long jump, shot put, discus

Hannah Fealy - 100m

Lucy Jurd - 1500m

Jessica McGreal - discus

Emily Meiring - long jump

Junior Boys relay - Sashreek Kaipu; Keneolisa Oba; Timothy Napier; Edward Brown

Junior Girls relay - Laila Buckland, Emma Lee, Jessica McGreal, Jovi Birkin

Senior Boys relay - Langdon Buckland, Samuel Brown, Liam Postma, Hayden Blowes



Keep it positive. Keep it fun. Keep kids coming back to junior sport!

#ShooshForKids

Orange Anglican Grammar School Presents

ROALD DAHL'S
CHARLIE
AND THE CHOCOLATE FACTORY

2nd & 3rd September 2022
Orange Civic Theatre

Get your
tickets now!



SCAN ME

Orange Community Blood Drive

Saturday 20 August

Enjoy food and entertainment
at a huge day of life-giving fun

Book your
donation and come
along to enjoy:

Sausage sizzle
Musical entertainment
from local schools
Face painting

Orange Donor Centre
84 Kite Street

For group bookings, contact
Kristin Hellmrich at
khellmrich@redcrossblood.org.au



give blood

P&F Clothing Shop

The P&F Second Hand Clothing Shop will be open
Week 8 Term 3 for all OAGS Families

Date - Tuesday 6th & Wednesday 7th September
Time - 3.00pm - 5.30pm
Location - OAGS Media Centre



PARENTS & FRIENDS
ASSOCIATION

Live Life Well @ School

TIPS TO HELP REDUCE SCREEN TIME FOR THE WHOLE FAMILY



Establish rules and routines

Start by encouraging no screens at meal times or in the bedroom.



Break up and limit screen time

Try setting a timer for 20-30 minutes (give a 5 minute warning before time is up).



Work towards screen-free days

Start by replacing just half an hour of screen time with activities you can do as a family.



Break the habit out of the home

When going out, consider taking toys and books instead of screens.



Be a role model!

Demonstrating positive habits can influence the whole family's relationship to screens.

Adapted from NSW Health Healthy Living page. For more information, visit:

<https://www.healthyliving.nsw.gov.au/Pages/screen-time.aspx>

This resource was developed by the Western NSW Local Health District



HEALTHY EATING
ACTIVE LIVING



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