HORSE SPORTS IS ON AGAIN!!
TUESDAY 20TH MAY

MENDOORAN SHOWGROUND

COME AND ENJOY A GREAT DAY OUT
PRINCIPAL’S REPORT

Cross Country
Our Cross Country/Fun Run will be held this Friday for Primary and Secondary students. Whilst I am continuously impressed with the enthusiasm and high levels of genuine participation from our school in these types of events, I encourage all students to continue to show school and house spirit by cooperating and giving your best effort on the day.

Welcome Mr Peter Hardy
Mr Hollingworth has decided to take long service leave until the last week of this term. Taking his place will be Mr Peter Hardy. We welcome and thank Mr Hardy for coming to our school. I trust that he enjoys our current levels of enthusiasm and participation in all classes.

Horse Sports
As you would be aware, our Horse Sports day is on next week. Thank you to those who have put in hours of work already in the preparation and planning for the event as well as those of you who have volunteered to help on the day. We will be holding a working bee this Thursday at the showground in preparation so any help would again be greatly appreciated. Anyone able to help is asked to please ring the office for more details.

NAPLAN
Our Years 3, 5, 7 & 9 will all be sitting the NAPLAN exams tomorrow, Tuesday, Wednesday and Thursday of this week. Whilst we have prepared students in class, please ensure your child is physically prepared by ensuring that they have a good night’s sleep and a decent breakfast on the day. Results from the NAPLAN tests will be distributed next semester as they are marked externally and the results are returned to the school. The school will analyse all results and use this to indicate where greater emphasis needs to be put in place for individual students or particular groups or cohorts.

Michael Spora
Principal
KINDERGARTEN / YEAR 1 NEWS

Our news topic for this week is built environments (man-made shelters), so the students may bring along a picture or discuss any news on this topic. Last week our teacher aide, Tanya Hutchinson, brought along some pictures of the Warrumbungles and a sample of volcanic rock as part of our discussions on natural environments which the students found very interesting.

In Maths, Kindergarten continued their focus on shapes while Year One have been estimating and measuring the area of various objects in the classroom.

In our Social Skills program the students have been learning that the best way to make and keep friends is to behave like one. They are learning that there are friendly ways of behaving and solving social problems.

The Kindergarten students will be attending a performance at the Pre-school this Thursday 15th May. The cost of the show is $5.00 each. If students haven’t returned notes can they please do so by this Wednesday 14th May. Year One will remain at school and have lessons as normal.

L Peter

SCHOOL CROSS COUNTRY / FUN RUN

All students were given sponsorship forms in Week 1. The fun run is on this Friday 16th May. Could all students please starting filling forms out. All forms are to be handed back to the office by Friday 23rd May. Please note that Mendooran Central School will not be registered as an online school as the school is currently experiencing a system change in the front office. Sorry for any inconvenience. I need parent helpers on the day, if you could spare the afternoon to help could you please contact me at the school on 68861149. Thank you.

K Norwood

PREMIER’S READING CHALLENGE

Students are beginning to take up the challenge to participate in the “Premier’s Reading Challenge 2014.” By simply choosing their reading material from the specially marked books and recording them on the sheet in the library, students not only derive enormous pleasure from reading, they are able to travel, dream, learn, experience, develop understanding, empathise, discover, sympathise, explore, experiment, gain knowledge and so much more. Reading is so rewarding on so many levels – not the least of which are rewards for achieving certain levels in the Reading Challenge. So come on! Encourage your children to participate in this amazing experience and they can reap all sorts of benefits.

G Davis
CWA - COUNTRY OF STUDY

We have received official notification from Mrs Jenny Lloyd, International Officer of the Mendooran CWA regarding the CWA Country of Study, 2014. Our focus for our research this year is Botswana – a small African nation that has amazing culture and geography for us to explore.

Kinder/Years 1 & 2 – are asked to research one aspect of Botswana to be presented on an A4 page. Eg animals, houses, food, children etc.

Years 3, 4, 5 and 6 – are required to make a poster using half a sheet of cardboard. These will be judged in two sections: Years 3 / 4 and Years 5 / 6.

All these submissions are to be completed and handed to me by Friday 22nd August 2014.

Students will be allowed time in their library periods to research and prepare their projects, however they are also expected to do some research and preparation of their own. It is not imperative to have access to a computer, as reference books will assist in this research. Class teachers may allow time in the class computer time, but this needs to be negotiated with individual teachers. I am always available to assist with students’ work and their partially completed projects may be stored in the library for easy access at school.

If I can be of any further assistance, please let me know.

G Davis

MAJOR EXCURSION - SYDNEY

DON’T MISS YOUR CHANCE TO COME TO SYDNEY TERM 3.

There are only 40 spaces available on the major excursion to Sydney this year so make sure you get your $50 deposit and permission forms in as soon as possible!

The final itinerary is almost done, with a twilight visit to the Sydney Tower Eye included, a Jet boat tour of the harbour, the Powerhouse Museum has an Auto obsession car display on at that time, a stopover at the Katoomba scenic railway, the waxworks in Darling Harbour… the list goes on and on. So make sure you don’t miss out on this great opportunity. It’s going to be great!

T Newberry

SECONDARY NEWS GENERAL

This week our Years 7 & 9 students sit the annual NAPLAN tests. They will be held in the BER and “variation to routines” have been organized for Years 8 & 10 ensuring minimal disruptions to learning. Year 10 will have time to prepare for Work Experience placement in Week 8. It also allows us the opportunity to work on their resumes. Students will be encouraged to collate awards, certificates and other achievements to support their resume and begin development of their portfolio. The senior students who attended the Tertiary Information Day at the Senior Campus last Wednesday gained valuable information about various tertiary education providers and post school options.

J Waters
COMMUNITY NEWS

MENDOORAN PONY CLUB NEWS
There will be a working bee this week on Thursday 15th May starting at 9am to get ready for the School Horse Sports. Could as many helpers as possible please come along. We will have a rally day on Sunday 18th May at 9am for a 9.30 start – please bring some fruit to share for morning tea.

J Smith

MENDOORAN GUN CLUB

Fire Cracker and Bon Fire Night
Mendooran Gun Club is holding a Fire cracker and Bon Fire night at the Mendooran Gun Club.

Saturday 7th June
6.30pm

Donation of $20/family (2 adults/3 children)
or
$6/adult & $4/child

A BBQ is available to use - BYO food and drinks

Post or give donations to:
Allison Martin
“Yarragrin View” Mendooran 2842
Any questions please ring Allison - 68861348

FREE BIRTH CERTIFICATES
ENACTUS are an Australian Government Project working to increase the rate of Birth Registrations
ENACTUS objective—to provide as many children and others with “Free” Birth Certificates as possible using Government Grants and Donations.
For all children BORN IN NSW ONLY, you are entitled to apply for a Birth Certificate, at NO CHARGE. You will require 3 forms of identification (e.g. Medicare, Driver’s Licence, Pension Card) to prove guardianship.
Please call 02 6375 1489 for further information.
2014 INTERNATIONAL COMPETITIONS AND ASSESSMENTS FOR SCHOOLS (ICAS)

ICAS is a highly regarded assessment program for schools offered in the key subject areas of Computer Skills, English, Mathematics, Science, Spelling and Writing, which enables schools to identify students’ levels of academic performance and also offers recognition and reward for school students. Schools receive comprehensive hard-copy and online reports on their students’ performances in each subject. Each participating student also receives individual diagnostic reports in both hard-copy and online, as well as a certificate to recognise their achievement. More information on the benefits of ICAS is available at: www.eaa.unsw.edu.au/icas/about

HELPING YOUR STUDENTS PREPARE FOR ICAS

Go to www.eaa.unsw.edu.au/icas/preparation for resources to help students prepare for ICAS, including:

- Hints and tips
- Past papers for purchase
- Sample questions, both online and for download
- Practice Online - English, Maths and Science.

PRACTICE ONLINE

Practice Online is a series of interactive online tests designed to help students prepare for ICAS and other skill based assessments. It is currently available for English, Maths and Science. Each time a student takes a test they receive a comprehensive individual report detailing their results both overall and by area assessed. Their performance is also compared to students who have previously done the tests.

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Primary and High school

Kids, social media and privacy
Regardless of your child’s age, the world may already know a lot more about them than you suspect.
According to recent research:
*92% of children under the age of 2 have a digital shadow (- it starts with proud parents posting newborn baby photos on Facebook or Instagram)
*a quarter of Australian children 8 - 12 years old use Facebook, but the minimum age for a user is 13 years.
more than 20 per cent of tweens publish photos of themselves on Instagram
young people 14 - 19 have an average of 453 fans, friends or followers on social media.

2014 Privacy Awareness Week, 4 - 10 May 2014, is a good time to review your family’s privacy settings and discuss online security. You’ll find lots of practical information and resources to share with your kids at www.ipc.nsw.gov.au

Printable planners for homework and study
School A to Z has printable monthly planners which include school holidays and the numbered weeks of each Term (for example Monday 19 May is the start of Week 4, in Term 2). Print one for each child to stick on the fridge or on their noticeboards. It’s a great way to teach them how scheduling their time means they’ll to fit in the fun activities as well as their other commitments and responsibilities. Download May 2014 at http://bit.ly/UbmQz8

Is your child’s backpack damaging their spine?
A recent Australian study has shown that approximately 25% of school-aged children suffer from back and/or neck pain at any one time. It’s believed to be due to a combination of factors such as poor posture, everyday load carrying and the use of computers.
The Children’s Hospital at Westmead suggests young people should:
• not carry more than 10% of their body weight
• use a backpack with the straps over both shoulders and a waist strap
• load gear so that the heavier objects are nearer to the spine, with the lighter objects towards the front of the pack
• lift a backpack properly- bend at the knees and lift the pack with both hands

More tips at http://bit.ly/1iB4OBo

English refresher from School A to Z on Homonyms
Homonyms (also known as homographs) are words that are identical in pronunciation and spelling but have different meanings.
They can be nouns, adjectives or verbs. The context gives them their meaning.

Ask your child for an example, like this one:

I prefer a fine tip on my pen.
He gave me a tip for the Melbourne Cup.
Don’t tip the water on the floor.
You gave the waiter a generous tip.

MORE GRAMMAR TIPS AT WWW.SCHOOLATOZ.COM.AU/HOMEWORK-AND-STUDY/ENGLISH
Explore how the poetry of Denise Levertov and one other related text of your own choosing represent history and memory in unique and evocative ways. – Amelia Washbrook

Both history and memory are significant when trying to reveal the truth. One can not determine the truth without analysing both factors. Denise Levertov carries this theme throughout her poems as does my related text, Forrest Gump, directed by Robert Zemeckis produced in 1994. Levertov represents the idea that more then one voice has to be heard, and the main voice being the individual who encountered the experience. Levertov writes in more colours than one, revealing several sides of the story. History and memory can be easily fabricated due to an absence of the true voice. An individual cannot make an accurate assumption based on either history or memory, it requires both. History is the method and memory is the ingredient to the truth.

The absence of the true voice? The memory of an experience, being pleasant or unpleasant, can expose many emotions. Evocative ways can simultaneously remove the barricade that reveals the truth and can also potentially lead to a false elaboration of an experience. In Levertov’s poem, ‘The Pilots’ the understanding of the history is related to an individual’s perspective told from the outside. A Vietnam protesters point of view is an emotional judgment based on external ‘knowledge’. The speaker questions if the pilots were aware of what effect the bombs had on individuals; the speaker questions whether to question; ‘...I didn’t ask them, being unable to decide whether to ask...’ Assuming the speaker is Levertov herself, this indicates that she isn’t aware if the pilots are mindful of their immoral acts. She didn’t ask and they didn’t say. What isn’t said leave’s the poet and therefore the readers to question if these pilots ‘understood’ the consequences of their acts. The lack of true voice in this poem, the voice from the pilots, concludes in a broad range of assumptions that the reader could make…thus resulting in misleading elaborations. In order to create a valid judgement on the opinions that these pilots may have, their emotions need to be expressed and preserved via a form of document evidence.

In correlation, Forrest Gump represents an individual who isn’t aware of following consequences when carrying out an action. Like the pilots, he is polite and friendly and lonesome and homiesick. This indicates a sense of innocence and compassion. These pilots, alongside with Forrest Gump and his best good friend, ‘Bubba’ are just like any average human being. Forrest was just doing what he had to do and basically what he had been assigned to do. This is indicated in the scene where Bubba asks Forrest if he will go scrimping with him, Forrest replies “...Ok!” without hesitation. They discuss their dream, Bubba’s dream, whilst almost being completely oblivious to the events on the battle field in the Vietnam War. Their childlike initiatives embody an inoffensive, harmless and gullible character. Levertov states, ‘...I hope they were truly as ignorant, as unawakened, as they seemed...’ implying that if these men did understand and where fully aware of what ghastly outcomes lie ahead, then she may have to question her own preference for liking people. Forrest Gump supports the idea that these pilots weren’t fully aware of the effects on the individuals they were harming. However an honest assumption cannot possibly be made due to the absence of the voice of one or more pilots who were facing the experience.

“They knew the names of the bombs they dropped but didn’t say whether they understood what these bombs are designed to do to human flesh” This extract from The Pilots expresses how with the absence of emotion and sensitivity, not knowing the feelings and thoughts of these pilots; there is no true sincerity. This demonstrates the concept of how what is not said, is more imperative than what is said. The voice that isn’t heard, the voice that expresses evocative, emotion and grief, is the voice that can’t be ignored; because this is the true voice that exposes a memory. Without this voice, it is easy for an individual to make a false accusation. Perhaps these Pilots did carry a sense of compassion for how brutal the bomb could be on another human being. Perhaps they were fully aware of the outcome yet still did it… the truth lies behind the blurred eyes of the pilot himself.

In comparison to my related text ‘Forrest Gump’, Forrest explores his ideas from two perspectives, representing a collaboration of both history and memory to the audience for a greater understanding. Throughout the film the audience is able to see the comparison and contrast between what the media portrays and what really takes place behind the scenes. The film show’s actual footage of historical events and the film director imports alterations within the documented material. This is depicted in the scene where Forrest is on a talk show sitting next to John Lennon himself. The technique of superimposition is used to represent how easily a part of ‘history’ can be distorted or modified. An alteration can be made through how one interoperates a form of historical material, therefore potentially making an event an inaccurate source of evidence regardless of the intensity of a secondary source analysis.

The term ‘Primary source’ is described as constituting or belonging to the first stage in any process. The dictionary states; ‘primary source is any material (documents, objects etc.) that was produced by eyewitnesses or participants in an event or historical moment under investigation. Secondary sources in contrast, are interpretations that are based upon the examination of multiple primary sources. Examples of primary sources are records such as; Photographs, letters, diaries, poetry, artefacts etc. Both primary and secondary sources are essential types of materials in order to construct further understanding. Memory is a form of primary source that is; being told from the individual who encountered or witnessed the experience. In distinction a secondary source is how someone ingenerates the event.
When analysing history, the infrequent use of primary sources signifies how misleading a source of information can be due to the absence of the core ingredient; memory.

Additionally, Levertov’s poem ‘A Time Past’ is based on the inability to capture life. Eventually everything deteriorates, just like the old wooden steps. The wooden steps are an extended metaphor that reflects on the perception that everything is ephemeral, they symbolise her life. There is a sense that these wooden steps are only significant to her and no one else can begin to comprehend the sentimentality of the steps, ‘…the old steps lived only in me…’ However, despite the presence of the true voice, it is still not a reliable source of record. This is due to the lack of secondary source information. Primary and secondary materials need to be moulded together in order to grasp the true history. In comparison Forrest feels this same dedicated connection with his house back home. The audience is able to depict his relationship with his house through the way Forrest acts when told that he can return home. He drops everything and runs! Like ‘A Time Past’, this is only being voiced by the primary speaker. In order for it to be accurately comprehensible, the reader/audience must examine an outside point of view-secondary source.

“Death is just a part of life, something we’re all destined to do” A Time Past resembles the sequence of the film when Forrest come’s back home to find his mother is fading away; “Why you dying mumma? ‘It’s my time…it’s just my time’”. Initially, the history of the steps was created from her own memory. Yet her memory begins to fade and decay…alongside the steps. The images of wood, leaves, golden sunlight, and dew, represent the essence of nature-the circle of life. This is expressed with the use of the question mark when reminiscing about the past times spent on the steps with her friend, “…I recall sitting there with my friend and her little son who died, or was it the second one who lives and thrives?…” the technique of the rhetorical question symbolises confusion, memory loss, depreciation; growing old. Her mind is slowly dying, and can’t be reversed; resembling to Forrest’s mother who is also beginning to fade. How can her emotions be preserved? The only way a memory can be recorded and left behind, is to document it like history.

“You know, it’s funny how you remember something’s but something’s you can’t” Motivated forgetting is defined as a theorized psychological defence mechanism in which people may forget unwanted memories, either consciously or unconsciously. Jenny; Forrest’s girl, experiences this. At a very young age, at the age of five, Jenny’s mumma had gone up to heaven and her dad was some kind of a farmer. He was always kissing and touching her and her sisters; this is narrated by Forrest when looking back as a child. Jenny tells Forrest to pray with her, “Dear god make me a bird so I can fly far…far far away from here”. Because of her experiences as a child, being abused, Jenny always found herself running; running away from her memory. Forrest states, “now, it used to be I ran to get where I was going…I never thought it would take me anywhere”, in juxtaposition, Jenny runs away from her past rather than towards her future. The substantial emotion that Jenny carries with her throughout her life, only weighs her down. Because of these demoralising memories of her father who didn’t treat her the way she deserved to be treated; it lead Jenny to believe that she herself didn’t deserve anything. Forrest asks her, “Will you marry me? I’d make a good husband… Jenny” “….You don’t want to marry me”. The history of her childhood reflected on her memory as a young girl…thus steering Jenny down a dark and unforgiving one-way street.

Levertov’s poem, ‘A Letter to Marek about a Photograph’ is based on a house that is filled with memories of apprehension and sorrow. The house itself is an extended metaphor that explores the idea of people living in foreran places- the house is symbolic of the interior soul. The poem is cluttered, blunt, and choppy. The repetition of the ‘T’ and ‘ed’ sound, for example; ‘carpentered, unpainted and uninsulatred’, indicates the notion of being separated. Each sentence is isolated from the next; cut off. This technique is used to express the idea of the Jews feeling ‘cut off’ from their exterior surroundings. The ghetto is a term used for a place where poor Jews are forced to be situated. These people are separated from the world and can’t share their true voice. A poet has the gift to interoperate a memory or a written account of a memory and create a form of documented evidence. Additionally, this sense of not connecting to a ‘place’ due to a distorted or distressful memory is represented in the scene of Forrest Gump when Jenny confronts her past. Her whole life she had been searching for her destiny, in order for her to do that she had to explore to the greatest extreme…to find a sense of healing. Jenny tries to fly away, just like the white feather at the start of the film, yet this was not the answer for her. She exposes the emotion of a truly damaged, deeply hurt individual when she faces the house that retrieved her painful memories of her childhood. When she approached the house, she was not sentimental about it at all. She began to throw pebbles at the house…trying to destroy her memory of the history of which destroyed her essence of life. The memory that forever changed her…that crumbled her persistently.

Memory cannot be understood without the history that initially created it, furthermore, history cannot be analysed legitimately without the comprehension of a memory. History is created from an event or the experience that an individual encountered from the event, however the recollection of history is often only told from the way another individual interoperates an incident. Without the true voice of the individual who faced the experience, without a form of primary source information, the history can’t be presented as a reliable source of document. Both need to be analysed precisely in order to make an accurate assumption with the absence of fabrication.
# Winter Menu

## Hot Food
- Junior Meat Pie $2.00
- Party Pies $0.60
- Small Sausage Roll $0.60
- Large Sausage Roll $2.40
- Pizza Single $2.40
- Chicken Nuggets $0.70
- Homemade Quiche $3.20
- Noodles (Beef/Chicken) $1.50
- Macaroni & Cheese $2.50

## Hot Chips & Gravy
- Small $1.60
- Large $3.00

## Burgers
- Hamburger $4.20
- Chicken Burger $4.20
- Cheese Muffin $3.20
  (Meat, cheese & sauce only)
- Egg & Bacon Burger $4.50
  (BBQ Sauce)

## Wraps
- Chicken Wrap sm $2.40
- Chicken Wrap lrg $4.30
- Sausage, Egg & Bacon Wrap with BBQ Sauce $4.30

## Sandwiches
- Devon $1.20
- Cheese $1.20
- Vegemite $1.20
- Chicken or Ham Salad $3.50
- Toasted EXTRA $0.20

## Snacks
- Fruit Chews $0.20
- Chips $1.20
- JJs $0.10
- Popcorn $0.60
- Homemade Biscuits $0.50

## Ice Blocks
- Zooper Dooper $0.60
- Animal Pops $0.20
- Shaky Shaky $2.00

## Drinks
- Hot Chocolate $1.00
- Water $1.00
- Quench Drink $1.70
- Fruit Juice $1.00
- Choc/Strawberry Milk $1.50

## Other
- Sauce EXTRA $0.20
- Brown Bags $0.20

## Recess Only
- Hash Browns $0.60