## Important Dates

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
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<tbody>
<tr>
<td>8 March</td>
<td>Year 11 Outdoor Recreation Excursion – Bli Bli Waterpark</td>
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<tr>
<td>12 March</td>
<td>Rugby League Justin Hodges 9s Competition Day – after school</td>
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<tr>
<td>13 March</td>
<td><em>DATE/TIME CHANGE</em> P&amp;C Meeting – Library Conference Room – 8:15am – 9:15am. Light breakfast will be provided by our Tuckshop.</td>
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<tr>
<td>13 March</td>
<td>Senior School Connect &amp; Interschool Sport – Period 4</td>
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<tr>
<td>13 March</td>
<td>Junior School Year Level Assemblies &amp; Connect – Period 4</td>
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<tr>
<td>14 March</td>
<td>Senior School Connect &amp; Interschool Sport – Period 4</td>
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<tr>
<td>14 March</td>
<td>Senior School Year Level Assemblies &amp; Connect – Period 4</td>
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<tr>
<td>15 March</td>
<td>National Day of Action against Bullying and Violence - Bullying, No Way!</td>
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<td>18 – 22</td>
<td>Year 10 Work Experience Block</td>
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<td>March</td>
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<tr>
<td>19 – 21</td>
<td>Year 7/9 NAPLAN Practice Test</td>
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<tr>
<td>March</td>
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<tr>
<td>19 March</td>
<td>Rugby League Justin Hodges 9’s Gala Day</td>
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<td>20 March</td>
<td>Senior School &amp; Interschool Sport – Period 4</td>
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<tr>
<td>21 March</td>
<td>Senior School Reward Day</td>
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<tr>
<td>21 March</td>
<td>Junior School Connect &amp; Interschool Sport – Period 4</td>
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<tr>
<td>21 March</td>
<td>Year 7-9 STEM Excursion – Making it Great, Celebrating Queensland Invention – Science Centre</td>
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<td>25 – 29</td>
<td>Year 11 Work Experience Block</td>
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<td>March</td>
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<tr>
<td>27 March</td>
<td>Senior School Connect &amp; Interschool Sport – Period 4</td>
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<tr>
<td>27 March</td>
<td>Junior School Sub School Celebration Assembly &amp; Connect – Period 4</td>
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<td>27 March</td>
<td>Junior School Reward Day</td>
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<td>27 March</td>
<td>Year 11/12 HPE Sydney Tour</td>
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<td>27 – 31</td>
<td>Year 11 &amp; 12 HPE Sydney Tour</td>
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<td>March</td>
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<td>28 March</td>
<td>Senior Sub School Celebration Assembly &amp; Connect</td>
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<td>28 March</td>
<td>Junior School Connect &amp; Interschool Sport – Period 4</td>
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<tr>
<td>28 March</td>
<td>Senior School Year Level Assemblies &amp; Connect (Year 10 &amp; 11)</td>
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<tr>
<td>28 March</td>
<td>Year 11 &amp; 12 HPE Sydney Tour</td>
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<td>28 March</td>
<td>Year 12 Exam Block &amp; VET catch up</td>
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<td>Junior School Connect &amp; Interschool Sport – Period 4</td>
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<td>Senior School Year Level Assemblies &amp; Connect (Year 10-11)</td>
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<td>28 March</td>
<td>Year 12 Exam Block &amp; VET catch up</td>
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<td>29 March</td>
<td>Rugby League Annette Brander Secondary Schools – Caloundra RSL</td>
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<tr>
<td>1 - 4 April</td>
<td>Year 10 Exam Block &amp; VET catch up</td>
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<td>2 April</td>
<td>Year 11 English Movie Incursion</td>
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<td>3 April</td>
<td>Senior School Year 11 Connect &amp; Interschool Sport – Period 4</td>
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<tr>
<td>4 - 5 April</td>
<td>Year 12 QCS Practice Test</td>
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<td>4 April</td>
<td>Junior School Connect &amp; Interschool Sport – Period 4</td>
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<tr>
<td>5 April</td>
<td>All School Cross Country – Period 4</td>
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<tr>
<td>5 April</td>
<td>End of Term 1</td>
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**From the Principal**

It is hard to imagine that we are already half way through the first school term of the year. In such a short time we have achieved so much and this is in no small way a reflection of all of the hard work of everyone in our school community. Here is a quick snapshot of some of the great things that have happened thus far in the term:

**Senior School Information Night**
- Year 7 Welcome BBQ
- Year 7 Daily Reading Program
- Swimming Carnival
- Upgrade to the Multipurpose Building
- Renovation of N Block for a new Indigenous Hub
- School photos
- Selection of junior and senior interschool sport teams and
- Year 12 Senior Student Investiture.

Being this far into the term also means our students are well underway with their studies for the term and soon we will be preparing students for their first round of assessment.

**High Expectations**

Developing a culture of high performance and commitment to learning is a key feature of the work we undertake with students. Part of this involves preparing and supporting students to complete assessment in exam contexts and ensuring all students complete the set assessment for each course.

**Academic Integrity Plan**

Our school’s Academic Integrity Plan aligns with the guidelines set by the Queensland Curriculum and Assessment Authority and as such students and parents need to be familiar with the expectations around completion and submission of assessment. This includes understanding the guidelines for handing in assessment by the due date and the rules for sitting formal exams.

1. **Submission of Assessment**
   - **Assessment for Yr 7,8,9**
     - i. All junior assessment, with the exception of practical tasks, is to be submitted directly to the classroom teacher during class time.
     - ii. Students who are absent from school on the day of their assessment are still expected to submit their work either by email or drop off by a friend or relative and this must be done before the main office closes at 4pm.

2. **Assessment for Yr 10, 11 and 12 - MSHS Assessment Portal**
   - iii. All senior assessment, with the exception of practical tasks, is to be submitted electronically through the Morayfield SHS Assessment Portal. This portal, linked to our school website, ensures that students have 24/7 access to upload completed assessment tasks.
   - iv. Once uploaded, students and their teachers will also receive a time and date stamped, receipt of successful submission.
   - v. All worked submitted via the portal is due by 11:59pm on the due date of the task.
   - vi. Students who are absent from school on the day of their assessment are still expected to submit their work by the due date.
   - vii. The assessment portal can also be used for the submission of drafts.

3. **Oral/Practical Submission**
   - viii. All oral/practical assessment is to be submitted to the teacher during the lesson on the due date. Students may also need to submit documentation for this task and you teacher will clarify if this needs to be submitted via the Assessment Portal.
   - ix. Students who are unavoidably absent from school on the day of their assessment, are required to contact their teacher as soon as practical and to submit an application for Illness and Misadventure to the HOD. This is in addition to contacting the school absent line or email.

4. **Exam Procedures**
   - x. Behaviour during exams is to be of the highest standard so as not to impact on the work of others and to ensure authenticity of student responses.
   - xi. Students should arrive at the exam room promptly and if during an exam block, at least 10 minutes prior to the exam
   - xii. It is the student’s responsibility to bring all required materials and equipment but they must not bring in to the exam room any other items such as mobile phones, apple watches, computers/ipads etc. Teachers will advise students on the specific exam conditions and the best place to put bags, phones etc.
   - xiii. Student may not communicate with anyone other than the exam supervisor during the exam.
xiv. Students are not permitted to leave the exam room if they have finished early. They must stay until the exam session has finished or until instructed to leave by the exam supervisor.

xv. To support students with time management, exam supervisors will clearly communicate time junctures such as 30 and 10 minutes before the finish time.

xvi. Students who are unavoidably absent from school on the day of their exam, are required to contact their teacher as soon as practical and to submit an application for Illness and Misadventure to the HOD. This is in addition to contacting the school absent line or email.

5. Late and Non-Submission

xvii. All assessment must be submitted on or before the due date.

xviii. When the assessment is not submitted by the due date, teachers will use other evidence such as drafts, to award a result.

xix. Late submissions will not be accepted.

xx. When there is no evidence on or before the due date, a result cannot be awarded. (QCE/QCIA Policy Handbook, Section 8.5.1)

xxi. Students may apply for an AARA (see section 4 of this policy) or Illness and Misadventure (see section 5 of this policy) if there are grounds for a new due date to be established.

2. Authenticity of Student Work

1. Quality Assessment Tasks

i. Assessment tasks, including exams, must be designed and administered fairly and equitably so that no student or class is given an unfair advantage. This also prohibits the use of the actual exam papers to be used as revision sheets.

In these cases, assessment does not reliably reflect the student’s ability to apply their learning and is not considered authentic.

2. Plagiarism

i. All work submitted for assessment must belong to the student.

ii. If plagiarism is suspected, the student will be given the opportunity to prove ownership.

iii. Only the parts that can be identified as the students’ work, will be used to award a result.

3. False or Misleading Information

i. All research data must be true and accurate.

ii. If the use of false or misleading information is suspected, the student will be given the opportunity to prove authenticity.

iii. Only the parts that can be identified as authentic, will be used to award a result.

4. Referencing

i. Students must appropriately acknowledge in their work, the inclusion or use of others’ ideas, words and information (including charts, tables, graphs and other illustrative materials), through the use of the Harvard Referencing System.

ii. In-text referencing and bibliographic requirements will be explained as part of the assessment task/criteria sheet.

iii. Information on the Harvard Referencing System is available online, via the School Website and from the school library.

5. Authenticity Declaration

i. To further verify the ownership of assessment tasks, student must sign an Authenticity Declaration.

ii. As part of the submission of assessment via the MSHS Assessment Portal, students must also confirm that the assessment they are submitting is their own work.

6. Use of checkpoints

i. Teachers will allocate checkpoints during the assessment process to provide scaffolding of activities, create opportunities for feedback and to provide evidence of student ownership of the work.

ii. Academic Integrity is demonstrated by meeting not only due dates but check points and drafting dates.

7. Use of anti-plagiarism software

i. Where the authenticity of student work is questioned, teachers may use Anti-plagiarism software to check for ownership.

ii. Students may also wish to use these programs to check their work prior to submission.

3. Access Arrangements and Reasonable Adjustments

1. Purpose

i. Morayfield State High School recognises that some students may require special arrangements and/or adjustments to their assessment, to be able to demonstrate their skills and knowledge, equitably.

ii. Formally known as Special Provisions, Access Arrangements and Reasonable Adjustments (AARA) are designed to assist students who have a disability, impairment, medical condition, or experience other circumstances which may be a barrier to their performance in assessment.

iii. An AARA must be planned as early as possible to remove these barriers.

iv. Students are not eligible for an AARA for:

- unfamiliarity with the English language
- matters that could have been avoided such as misreading a task sheet or exam timetable
- matters of the students’ or family’s choosing such as family holidays

2. Process

i. Students, parents or staff may identify a student as requiring an AARA

ii. The application form for an AARA is available on the school website or from the HODs/HOSE, GO and DPs.

iii. The form requires a Student Statement outlining how their disability, impairment and/or medical condition affects them in assessment.

iv. Supporting Evidence must also be submitted.
which may include but is not limited to, prior recognition of a verified disability, medical report, police report, official notices or psychologist’s assessment.

v. Parent/Carers must also sign the form indicating their support of the application.

vi. Applications are submitted to the year level Deputy Principal for consideration. They may also request a meeting to discuss the submission.

vii. The student and parent/carer will receive written notification of the AARA application outcome within two weeks of submission of all required information.

viii. Approved AARAs will be documented in OneSchool under “Support Provisions” and classroom teachers notified.

ix. In year 11 and 12, AARA applications for summative assessment in Units 3 and 4, may need the approval of QCAA. The school will manage this process once the AARA application has been submitted to the Deputy Principal.

3. Examples of AARAs

i. Alternative venue or due date, assistance from teacher aide or assistive technology, rest breaks or extra time, scribe or reader, alternative format of task, varied seating or audience.

ii. The AARA allocated will be dependent on the needs of the student, the evidence submitted and the nature of the task. Student must be allowed to demonstrate what they know and can do in relation to the task and the AARA must support this process.

4. Illness and Misadventure

1. Purpose

i. An Illness and Misadventure provision allows for unavoidable and unexpected events which may impact on a students’ ability to complete assessment. These are events that are beyond the student’s control such as illness/accident, family emergency or unforeseeable technical issues.

ii. Students are not eligible for Illness and Misadventure for

- matters that could have been avoided such as misreading a due date or exam timetable
- matters of the students’ or family’s choosing such as family holidays

2. Process

i. Students, parents or staff may identify a student as requiring Illness or Misadventure provision

ii. The application form for this is available on the school website or from the HODs/HOSE and GO.

iii. The form requires a Student Statement outlining how their illness or misadventure has affected their ability to complete the assessment by the due date.

iv. Supporting Evidence must also be submitted which may include but is not limited to notes from parents, medical reports, official notices or psychologist’s assessment.

v. According to the QCE/QCIA Policy Handbook

2019, supporting medical reports for Illness and Misadventure in year 11 or 12, must include

i. The illness, condition or event

ii. Date of diagnosis, onset or occurrence

iii. Symptoms, treatment or course of action related to the condition or event

iv. Explanation of the probable effect of the illness, condition or event on the student’s participation in the assessment

v. For non-medical claims, written evidence from a relevant independent professional or other independent third party such as a witness or police report

vi. Parent/Carers must also sign the form indicating their support of the application.

vii. Applications are submitted to the subject area HOD, not the classroom teacher. A classroom teacher cannot approve an extension or exemption for an individual student.

viii. Applications can be submitted from 14 days before the assessment to 7 days after. If the absence is expected or planned, an AARA may be more suitable.

ix. The student will receive notification of the Illness and Misadventure outcome within two weeks of submission of all required information.

x. Outcomes will be for either an extension or exemption. However exemptions are not applicable for Vocational Education and Training certificates, General or Applied Studies in Year 11 or 12.

xi. Approved Illness and Misadventure applications will be documented in OneSchool under “Support Provisions” and classroom teachers notified by the approving HOD.

xii. In year 11 and 12, Illness and Misadventure applications for extension of summative assessment in Units 3 and 4, may need the approval of QCAA. The school will manage this process once the application has been submitted to the HOD.

5. Misconduct and consequences

1. Breaches of the Academic Integrity Policy will be recorded as Behaviour Incidents in OneSchool. Depending on the severity of the breach, additional consequences such as detentions or community service may be implemented.

QCS Practice Test

The final two days of the Year 12 Exam Block will see OP eligible students complete a full QCS Practice Test on Thursday 4 April and Friday 5 April. Student performance in the QCS test has a significant impact on the OP scores of students in Year 12. It is therefore a requirement of the school program that all OP eligible students sit this practice test as the data collected will be used to tailor future test wisdom programs across Terms 2 and 3 of this year. The practice test also allows students to become familiar with the strict procedures and processes around the conduct of the QCS test including venue layout, timing, student equipment required for the test, student behaviour expectations during the test and
engagement with test materials. Further practice tests will occur in Term 2 and OP eligible students will continue to undertake QCS preparation through the Connect Program and additional workshops.

NAPLAN Testing

Our Year Seven and Nine students will participate in the NAPLAN tests this year in the areas of Language Conventions, Writing, Reading and Numeracy across Tuesday 14, Wednesday 15 and Thursday 16 May, with a catch up day on Friday 17 May 2019. To support our students to feel confident about taking these tests and to assist our teachers in identifying aspects of literacy and numeracy around which to focus their teaching, students in these year levels will undertake some practice tests in classes as well as participate in regular literacy and numeracy programs at levels appropriate to their individual level of development. As a result of this work I hope our students feel confident and prepared to do their best in the actual tests so that they can achieve their very best. This year in particular we are continuing our focus on encouraging students to develop their interest and capacity as readers and engage in focused writing sessions.

P&C Meeting

Our P&C Annual General Meeting followed by the regular meeting for the month will be held on Wednesday 13 March from 8:15am – 9:15am in our Library. As we begin the school year we continue to encourage new membership and participation. One of our key goals in 2019 is to try and increase parent and community participation through our P&C Association meetings. We hope to grow this group as one that supports not only the day to day running of our Tuckshop, but as a means of engaging parents and community with the strategic direction of the school. Please come along and join us if you would like to be part of this important group that contributes to the future direction of our school.

Uniform

Morayfield State High School is a uniform school and is proud of the reputation it has developed in the community for well-presented students.

Year 7-9 (junior students) are required to wear the formal uniform each Monday and Wednesday. Year 10-12 (senior students) are required to wear the formal uniform each Monday and Thursday. Students may elect to wear either formal or sports uniform on the remaining days of the week. All students are required to wear

- fully enclosed black polished leather or leather-like shoes (not boots) and plain white or black ankle socks each day. Students will require a hat or cap for outdoor activities.

No alterations to the style and standard of the uniform are permitted. The School Dress Code DOES NOT include any other item of clothing or accessory, other than that included in the list of uniform items.

Communication

As we continue to move into the digital age, much of our communication between home and schools now takes an electronic form. You may have received text messages, Facebook notifications or emails from the school about your student’s attendance, progress or school events. Please remember to check these communication channels for correspondence from the school, and if your change your details, please let us know. Students should also be checking their school email accounts weekly. Information about career opportunities, job vacancies and special programs and courses are regularly emailed to students for their information and action.

2019 Next Step Survey

The Queensland Government is conducting its annual state-wide survey of all students who completed Year 12 in 2018. The Next Step survey is a brief, confidential survey that gains a comprehensive picture of the employment, study and life choices made by Queensland school completers in the year after they finish Year 12.

Between March and June, all our students who completed Year 12 last year can expect to receive instructions to complete a web-based survey or a telephone call from the Queensland Government Statistician’s Office. Please encourage them to take part. If their contact details have changed, please assist the interviewer with their updated details or forward the survey to their new address so they can participate.

Thank you for your support of the Next Step survey in 2019.

Further information on Next Step is available online at the website below or on toll free telephone 1800 068 587.


Student Leadership 2019

Congratulations to our amazing student leaders who were inducted into their positions officially this week. We have a most capable group of students selected as leaders this year and I know they will lead our school with confidence and pride and leave our school a better place. Congratulations also to our Year 12 Senior students who accepted their Senior Badges at this ceremony as leaders of the student body for 2019.

From the Head of Student Wellbeing

THE REAL REASONS WE HAVE ‘CONNECT’ IN OUR CURRICULUM

According to the World Economic Forum here are the top 10 skills we will need in order to thrive as we navigate into and beyond 2020 according to Chief Human Resource Managers and Strategy Officers from leading global employers.

https://www.weforum.org/

1. Complex problem solving
2. Critical thinking
3. Creativity
4. People management
5. Co-ordinating with others
6. Emotional intelligence
7. Judgement and decision making
8. Service orientation
9. Negotiation
10. Cognitive flexibility

Given the difficulty in measuring the soft skills listed above and that transition of global shifts in technology, vocation and economies, the education and curriculum our students are exposed to is vital to the growth and development of our community. Accepting that technical capabilities within curriculum are core business in primary, secondary and university institutions reflects the shifts within employment, skills and recruitment requirements across industries.

Technical competencies are for the most part linear and layered within and throughout an individual’s education. However soft skills such as resilience, negotiation, grit, empathy, selflessness, patience (People management, Emotional Intelligence and Co-ordinating with others - Relationships) are integrated and multifaceted and involve complex social problem solving. Thus, education must be cognisant of exposing students to relationships, purposeful curiosity and critical reasons of why they fit in and how they can fit in.

Connect is the vehicle for the explicate exposures and challenges in and around these complicated but much required skills, both as individuals and as communities.

Our goal is for Connect to grow within our students a deep personal resilience and a connectedness to themselves, peers, families and communities through focusing on the below questions:

- Year 7 Who Am I?
- Year 8 Where Do I Fit In?
- Year 9 How Can I Succeed?
- Year 10 Where Do I Want To Go?
- Year 11 How Do I Lead?
- Year 12 What Will Be My Legacy?

Morayfield State High School – Strength through Integrity

Regards

Tony Guilfoyle
Acting HoD Wellbeing

From the Guidance Officers

We are half-way through the term already! The Guidance Officers’ calendars are particularly full at the moment so bear with us if we are not able to see you or your young person as quickly as you’d like. We’re doing our best!

Senior students need to be checking their emails regularly and browsing through the latest edition of the Options Career Bulletin. It continues to have information about future pathway planning and key dates for open days and information sessions.

Two local community support organisations have the following announcements:

- If you are concerned about a family member’s substance abuse, there is a free information session coming up in Caboolture on 18 March from 4:00pm – 6:00pm. It will include information on the impact of drug use, strategies to overcome addiction and list where to get support. The venue is Lives Well Lived, Central Lakes Shopping Village, 1-21 Pettigrew St, Caboolture.
- RSVP to Katie or Ruth on 0439 774 558 or 0437 932 550.
- Do you know someone who has left school but unable to find employment? Worklinks Caboolture runs a Get Set for Work Program that runs for 12-20 weeks and enables participants to complete a Certificate II in Retail Services. There are two days per week of unpaid work experience and opportunities to gain barista skills. At the completion of the course, participants are assisted to find employment. Please phone 07 5498 9601 for more information.

Natane Kriedemann & Tabitha Ford
Guidance Officers

From the Cashier

Subject Fees for Certificate Courses in Year 10, 11 and 12 have now been invoiced and statements will be coming home shortly with information regarding due dates and payment amounts. If you have any queries please contact the Cashier between 7:45am – 1:30pm Monday - Friday. Please see the flyer for further information on payment options available.

Important Dates:

- 21 March 2019 - Making It Great Excursion - Year 7 - 9 invited students only. $30.00 payment closes on 14 March 2019.
- 1-3 May 2019 - Year 11 & 12 Senior Art Camp Incursion - Payment due by 23 April 2019.
- Year 11 & 12 Certificate II in Outdoor Recreation Subject Fee due by 5 April 2019.
- Year 11 Certificate III in Fitness Subject Fee due by 28 June 2019.
- Year 11 Certificate III in Community Services Subject Fee due by 28 June 2019.

From the Industrial Technology Department

CONSTRUCTION

It has been a great start to the year with a new class of Construction students keen to get to work! Our Construction
program is ever-changing with a new model for our Cubby Houses this year. We are also in the process of changing to a new plastering/tiling model to better utilise the space in the Trade Training Centre and to also complete work at full size to replicate real world job skills.

We also recognise the contributions of one of our Construction Teachers for the past six years, Mr Rob Ashcroft, who recently retired. Mr Ashcroft, and his students, were responsible for many projects around the school including herb/garden beds, paving and pathways around R Block and C Block, and concreting, to name a few. Happy retirement Mr Ashcroft!

Dave McDonald
Construction Teacher

GRIP Leadership Development Conference

On Friday 22 February, five of our Senior Leaders attended an engaging and rewarding leadership conference at the Sunshine Coast delivered by GRIP Leadership. GRIP Leadership is an independent organisation that encourages student leaders to develop their own leadership skills and capabilities, with a strong focus on how they can best connect with people to bring about positive changes in their school environment.

The topics discussed and lessons learned will be extremely beneficial in helping our School Captains Emily and Byron, Vice-Captains Taryn and Anilta, and the wider Senior Leadership Team achieve their vision of creating a more positive and supportive culture at Morayfield State High School.

Our new books

The Dog Runner – by Erin McBrindle

'Ve're gonna starve if we stay here,' Emery said. 'If we're gonna go, best go now.'
And he said it like going was something easy. Like all we have to do is walk away.

Ella and her brother Emery are alone in a city that’s starving to death. If they are going to survive, they must get away, upcountry, to find Emery’s mum. But how can two kids travel such big distances across a dry, barren, and dangerous landscape? Well, when you’ve got five big doggos and a dry-land dog sled, the answer is you go mushing. But when Emery is injured, Ella must find a way to navigate them through rough terrain, and even rougher encounters with desperate people...

On the Come Up by Angie Thomas

Sixteen-year-old Bri wants to be one of the greatest rappers of all time. Or at least make it out of her neighbourhood one day. As the daughter of an underground rap legend who died before he hit big, Bri’s got big shoes to fill. But now that her mom has unexpectedly lost her job, food banks and shutoff notices are as much a part of Bri’s life as beats and rhymes. With bills piling up and homelessness staring her family down, Bri no longer just wants to make it—she has to make it.

Unstoppable by Dan Freedman

Secrets and lies . . . secrets and lies . . .

Fourteen-year-old twins, Kaine and Roxy, used to be close, but now they can hardly bear to be in the same room. Roxy hates the way her brother behaves - Kaine might be brilliant at football but he’s always in trouble and cares nothing about his family. And Kaine despises the way his supposedly-perfect sister dominates their parents in her ambition to reach Wimbledon. But the twins are both hiding dangerous secrets of their own, secrets that could destroy everything they are working towards - and both Roxy and Kaine’s survival hangs precariously in the balance.

Gripping, twisting, and real, this book is UNSTOPPABLE.

3. Read the back of the book. The blurb will provide a clue to what the book is about.

4. Read the first page – are you captured yet?

Where to get ideas

• Think of movies you like.
• Ask friends.
• Ask teachers.
• Ask people in bookshops and libraries.
• Browse bookshelves

From the Library

Reading every day helps.

How to Choose a Book:

1. Consider your interests (animals, romance, fantasy, etc.). Look at genre labels for clues.

2. Consider the reading level. Make it too difficult and the challenge will be too great. The story won’t flow.
Awesome non-fiction titles have also arrived. These could be useful for assignments or simply improving your knowledge.

Senior Induction Ceremony

On Thursday 7 March, our Year 12 cohort were officially inducted into their final year of secondary schooling at the 2019 Senior Induction Ceremony. This ceremony was a significant moment for our Year 12s as it marked the point in which the School Captains recited the Senior Oath on the cohort’s behalf. The Senior Oath and the Senior Student Contract which was signed by all Year 12s following the ceremony, symbolises a commitment made by each Year 12 student to being the best student they can be in Year 12.

This annual event is also an important date in our Student Leadership Program, as the incoming Senior Student Leadership Team for 2019 were also announced. These students have committed themselves to working together to create a more positive and supportive environment at Morayfield State High School.

From the Year Level Coordinator

FROM THE YEAR 11 COORDINATOR

Much of our work as Year Level Coordinators this year revolves around the Connect Program and student wellbeing. This year’s student diary is full of valuable resources that can support your student’s academic and personal development. Throughout the year I will endeavour to give you insight into what your student may be working on in their Connect lessons.

You can also find this information each week on the Morayfield State High School Facebook page. https://www.facebook.com/MorayfieldSHS

Many students believe they ‘have their acts together’ and don’t need to organise their time in a structured way. The reality for most of them is the exact opposite. Making the choice to create a timetable of their commitments and responsibilities will actually provide them with more time to do what they want to do and sticking to it will also build their resilience to distractions. After living by their timetables for three weeks, students will realise themselves how it is making their lives better.

Doing this requires deliberate practice and a sustained effort which will create patterns for their brains to tune into. Self-regulation encourages students to take greater ownership of their learning progress, because their personal timetable is a contract with themselves. They develop a sense of meaning and purpose for being at school, which will actually provide them with more time for themselves by reducing “nothing time” between activities. Students have been filling in their personal timetables in their diaries over the last few weeks.

Use the teamwork and leadership strengths at home to help students stick to their timetable. A good strategy is to place a copy on the fridge.

Marc Timmins
Year 11 Coordinator

FROM THE YEAR 10 COORDINATOR

Time Management

Our Year 10s are over half way through the term and are about to ‘slam’ into the figurative wall known as assessment. Personally, I don’t believe that there is any skill or knowledge more valuable to students at this critical junction than time management.

While every student is different, at the end of the day every student has the exact same amount of time, however it is what we do with our time that considerably impacts our outcomes.

Be honest and ask yourself (or your student):

- How much time did I spend watching Netflix today?
- How much time did I spend playing games today?
- Did I spend an hour doing something that should have only taken me 20mins?

There is no doubt that time is our most valuable commodity. It doesn’t matter in this life how much money you have, you cannot buy time. Yet, so often when we are young we don’t value time as we are mistaken and believe we have too much of it.

Consider this:

Imagine there is a bank that credits your account each morning with $86,400.

It carries over no balance from day to day. Every evening the bank deletes whatever part of the balance you failed to use during the day.

What would you do? Draw out every cent, of course!!!

Each of us has such a bank. Its name is TIME.

Every morning, it credits you with 86,400 seconds.

Every night it writes off, as lost, whatever of this you have failed to invest to good purpose.

It carries over no balance. It allows no overdraft.

Each day it opens a new account for you.

Each night it burns the remains of the day.

If you fail to use the day’s deposits, the loss is yours.
There is no going back. There is no drawing against the “tomorrow”.
You must live in the present on today’s deposits.
Invest it so as to get from it the utmost in health, happiness, and success!
The clock is running. Make the most of today.

Ethan Sorrell
Year 10 Coordinator

Community Announcements

Caboolture Comets Softball Club
Caboolture Comets are having their sign on day for the 2019 Winter season on 3 March 2019.
From 9:00am – 12:00pm at the Caboolture fields;
Dances Road Caboolture.
* T-ball * Under 12 * Under 14 * Under 16
* Open Mens * Open Ladies
Come down, meet other players and committee members
You can even hit a few balls with our coaches!!
For any information, please contact Allison 0432 773 326 or cometsatcaboolture@gmail.com

For Sale by Tender – Wood Fired Smoker