

PRINCIPAL'S REPORT

Welcome back to 2021

After such a challenging year in 2020, the year has begun with a sense of stability as we have welcomed our new Year 7 intake to the school. This group of 161 students have generally settled in very well to the school and most have just returned from an exciting and action packed Great Aussie Bush Camp. Mr Riley (Deputy Principal) and Mr Koletti (Year Advisor) have spoken of their perseverance, leadership and teamwork skills, which will serve them well in their high school journey. A collection of their photographs was shared at yesterday's assembly and will no doubt be revisited over the next six years.

The HSC performance from 2020, by any measure, was a phenomenal achievement, with the school attaining a massive 45 Band 6 and 105 Band 5 results. This was Kincumber High School's best ever overall performance and moved the school into the top 200 schools in NSW. At a local level, Kincumber High School was the highest performing comprehensive high school on the Central Coast. Furthermore, the school came third on the Central Coast to Gosford Selective High School and Central Coast Grammar School. In real terms, it outperformed all the other fee-paying Catholic and Independent schools across the Central Coast. Eight Kincumber High School students attained an ATAR ranking above 90% and Jessica Sanchez attained the prestigious distinction of coming first in the state for Community and Family Studies. The school dux Riley Girgis attained an ATAR of 98.2, which is a testament to the hard work that he applied to his studies over a six year period.



Riley Girgis



Jessica Sanchez

The school is incredibly proud of the results of all the students who undertook the HSC last year. As a genuine comprehensive High School, we are similarly proud of many students who exceeded their expectations and others who attained the first Higher School Certificate in their family. I would also like to thank the amazing parents and carers who shared this journey and thank them for their support, particularly during the challenging times faced through COVID-19 and online learning. We recognise that student's success is best achieved when school and parent/carers work in partnership, and we appreciate the support of our wonderful community.

Finally, I would like to thank the outstanding staff of the school, who have also contributed to these results. Many of our staff come in during the holidays and work long beyond the school hours, to ensure every student is given the opportunity to realise their potential. Teaching is a rewarding yet difficult job, and I admire on a daily basis, the teachers of this school who enrich the educational experience of our students. I would like to take this opportunity to acknowledge our staff publicly for the valuable contribution they make in shaping our future generations. As a comprehensive, public high school, we cater for students of all abilities and interests. Educational research identifies that "the quality of teaching is the single most important *school*/influence on student performance". Kincumber High openly declares that our teachers are of the highest calibre, and I am

very proud to lead a staff committed to making education meaningful for each student, by providing high quality, contemporary experiences.

The school is in the final stages of writing the 2021-2024 School Plan and has undertaken an exhaustive situational analysis, looking at data over a number of years to identify strengths and areas for development as the school moves forward. Features identified as particular strengths have been the strong academic performance in NAPLAN and the HSC, as well as the increasing number of students enrolling at the school. The data also reflected that student wellbeing was higher in many areas than similar schools and that staff retention was generally very pleasing.

The situational analysis also identified areas for development, including a small number of individual subjects, a need for increased teacher professional learning and greater NAPLAN growth in identified areas. Of most concern was student attendance, which reflected that our students attended less regularly than students from similar schools. As a result, the new school plan will have a major focus on improving student attendance, as research shows that positive attendance can have a significant impact on students' overall performance at school.

To improve student attendance the P&C have generously donated \$2000 to support initiatives that reduce absenteeism. As well as BBQ's and certificates to support students with over 90% attendance, they have generously donated three sets of air pods (RRP \$200), one of which will be drawn out on the school assembly at the end of terms 1, 2 and 3. The final draw at the end of the year will be for an iPhone 12 (RRP \$1,329), which will be a very sought-after prize. To be eligible for all draws, a student must have attended school for over 90% of the time.

Finally, I would like to thank all the parents who provided us with their valuable time for the School Plan and Uniform forums/surveys. The new School Plan will be released at the end of the term and the school uniform is currently at tender. It is hoped that in the near future, the school can reveal the successful tendering company and we can have a more contemporary uniform, which is popular, hard wearing, affordable and consistent in presentation.

Brent Walker, Principal

ENGAGEMENT TEAM

In 2021, there will be major school focus on improving attendance across the school. Research shows that attendance plays a major role in students engagement and success with learning. With this in mind, there will be major prizes on offer for students whose attendance is greater than 90% each term and a major prize for student whose attendance is greater than 90% for the whole year. Furthermore, we are seeking parents support in ensuring students are arriving at school fully equipped for their learning by 8.15am. We appreciate your support in these matters. Please do not hesitate to call if you have any concerns.

Mrs Jorja Rearden
Your attendance matters to me!



SCIENCE REPORT

I'm picking up good vibrations Or maybe that's an earthquake? For several years, Kincumber High School has been a part of the Australian Seismometers in Schools Program. This involves installing research-quality seismometers in 50 Australian schools to capture information about regional geological activity, such as earthquakes, and send this to Government and university research agencies.

In October last year, our seismometer detected a magnitude 7.6 earthquake in Alaska. Data from our seismometer (AUKHS) was used to create this informative poster and shows the different stages of energy transfer during the earthquake. This is an amazing resource for our faculty, and particularly our Year 11 Earth and Environmental Scientists.

Mr Jensen, HT Science



AuSIS
www.ausis.edu.au
Australian Seismometers in Schools

Records of the 19/10/2020 Mw 7.6 , Alaska earthquake

in AUKHS Kincumber High School, NSW, Australia

Sima Mousavi & Michelle Salmon (sis@anu.edu.au)

The Australian Seismometers In Schools (AuSIS), Research School of Earth Sciences, The Australian National University



AuScope

Introduction

The October 19, 2020, M7.6 earthquake southeast of Sand Point, Alaska (south of the Alaska Peninsula), occurred as the result of strike-slip faulting near the subduction zone interface between the Pacific and North America plates, either within the upper (North America) Plate or within the downgoing (Pacific) slab. Earthquakes of this size are more appropriately described as slip over a larger fault area. Strike slip faulting events of the size of the October 19, 2020 earthquake are typically about 130x25 km (length x width).

Large earthquakes are common in the Alaska-Aleutian subduction zone. Since 1900, 8 other earthquakes M7 and larger have occurred within 250 km of the October 19, 2020 event, including the July 22, 2020 M7.8 mainshock of this sequence. An updated aftershock forecast for the July 22, 2020 M7.8 sequence, that includes the occurrence of this October 19th, 2020 earthquake. The largest of these was a M8.6 earthquake on April 1, 1946, which generated a large tsunami that caused destruction and loss of life both locally on Unimak Island and more distantly at Hilo, Hawaii.

The majority of large earthquakes in this area are thrust events on the plate interface, unlike the strike-slip event of October 19, 2020. The stretch of the Alaska-Aleutian subduction zone beneath the Shumagin Islands has not ruptured in a historical great (M>8) earthquake. This observation led to definition of the "Shumagin Gap" in the context of seismic gap theory, which proposes that fault sections that have not slipped for the longest elapsed time will be the site of future earthquakes. The interpretation that the Shumagin Gap can host extremely large earthquakes is clouded by 1) geodetic observations, which show that the Shumagin Islands and neighbouring Sanak Island are above a section of the subduction interface that is very poorly coupled and storing very little elastic strain, and 2) geologic observations, which have documented little land level change and tsunami inundation since ~3,000 years ago on Simeonof Island in the Shumagins. (Source: USGS)

Australian Seismometers in Schools

The Australian Seismometers in Schools Network (AuSIS) is a program that combines education, outreach and research objectives. Research grade seismometers have been installed into 50 Australian schools. These instruments are run and monitored by students and teachers, providing good quality data to the seismological community. The instruments augment the Australian National Seismograph Network providing valuable data from urban and regional Australia (Balfour et al., 2014).

The Australian Seismometers in Schools network (Balfour et al. 2014) has been designed with two objectives, firstly to inspire students to consider science and engineering as career options by getting them to participate in a national science experiment collecting real seismic data. Secondly the program provides research quality data to the scientific community, filling some gaps in the National seismograph network (Fig. 1).



Fig. 1. Map of the AuSIS stations. Red triangles show the AuSIS stations.

Fig. 2. Map of globe showing the location of earthquake Mw 7.6 occurred on 19/10/2020 and the AuSIS station AUKHS located at Kincumber High School, Central Coast, NSW. The epicentral distance between AUKHS station and the earthquake is 10853 km.

References:

Balfour, N., Salmon, M. and Sambridge, M. 2014. The Australian Seismometers in Schools Network: Education, Outreach, Research, and Monitoring. *Seismological Research Letters*, 85 (5), 1063-1068.
https://earthquake.usgs.gov/earthquakes/eventpage/us600029hg/executive?utm_source=social

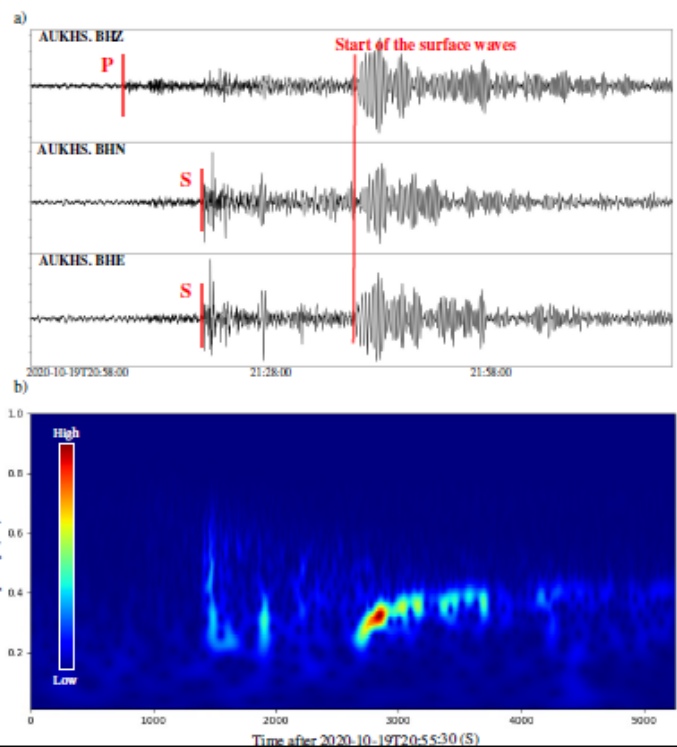


Fig. 3. a) Site amplification across central coast Australia for the Mw 7.6 earthquake occurred in Alaska on 19/10/2020. The seismograms show the vertical, N-S and E-W motion of the ground respectively. The arrival time of seismic phase are shown on the seismograms. The vertical component shows the compressive P wave bumping up from beneath; it has very little horizontal movement. The S wave is moving side to side in the direction of travel, so it has a great effect on horizontal (N-S and E-W) components. Surface waves have a huge effect on all components. b) Time-frequency analysis maps a 1D time signal into 2D time and frequency domains. The energy concentration of the spectrum depends on the instantaneous frequency variation of the signals.

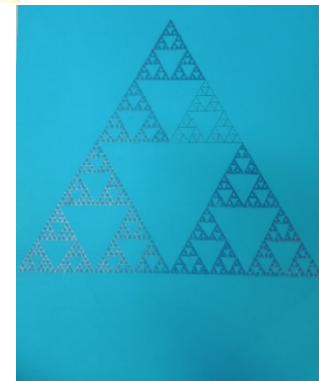
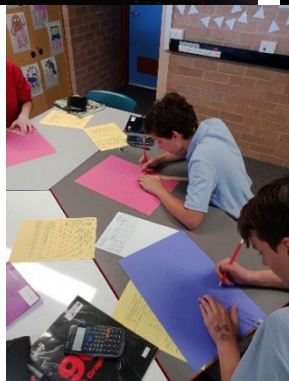
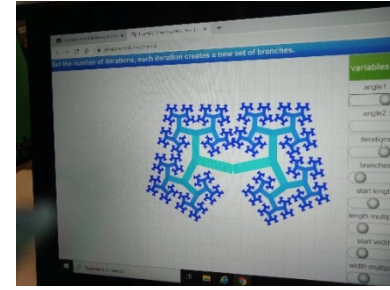
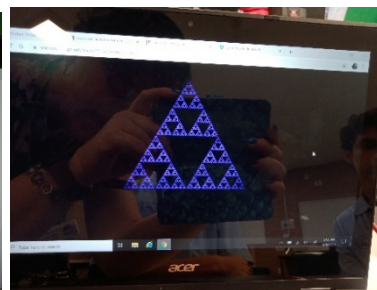
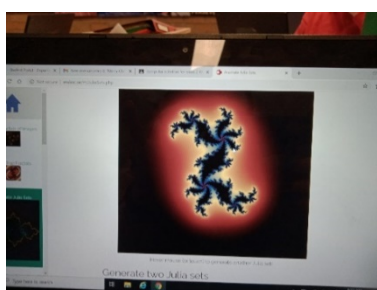
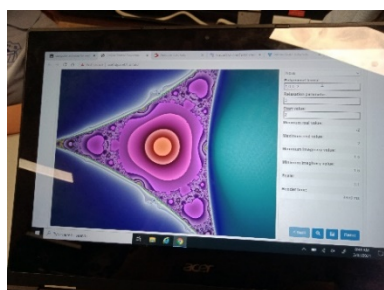
MATHS REPORT

Welcome back to another year – the maths staff has had no change since last year, although Ms Rennie has taken some leave and should return in term 2. Mr Moore has been helping out in her absence, which we are thankful for.

Our suppliers are no longer able to provide the same model of Casio calculator. The replacement model is a Casio AUPLUS112-S. They are, unfortunately, more expensive – we can provide them for \$30 (pay at the office and bring your receipt to maths). A calculator is an essential item for every student doing maths, and students need to ensure their calculator is in their pencil case every day.

We have our after school maths help up and running for the year – any student is welcome to come. We meet in F23 at 2:30pm on Wednesdays and run until about 3:15pm. Students can bring along homework, assignments, or questions they need some extra help with. Laptops and extra work are always available.

This year has seen our enrichment maths elective running in year 9 for the very first time. The first topic is on 'Fractals' and students have created some eyecatching fractals using online generators, as well as painstakingly constructing a Sierpinski Triangle by hand, as you can see in the photos.



The Maths In Trade classes have also started off on a positive note, with hands-on measuring skills being a focus. This year, there are four classes running with Mr White. The students gain significant practical skills and have a much better appreciation of the maths required to engage with a trade.



At the end of last year, the Year 9 MITP class participated in an introductory drone lesson presented by UVAIR trainers. The class learnt about the diverse range of industries beginning to embrace drone technologies, including construction, civil engineering, mining and agriculture. The highlight of the day was when the students had the opportunity to fine tune their flying skills on the school oval using the DJI Phantom 4 drones. The view obtained of the school from above was remarkable!

Mrs Woodley, HT Mathematics



TAS REPORT

Welcome back to hopefully a more settled and productive 2021! Below is a quick snapshot of what our students have been working on in these first few weeks of Term 1. A reminder that leather or suede footwear is required in ALL practical classes.

Year 8 Worn OUT

Students are sampling natural dyeing this week and learning to use the sewing machine. We look forward to seeing their upcycled bucket hats later this term.

Year 10 Fashion and Design

Students are studying Textile Art and are in the process of designing and making their own doll.



Year 9 – Food and Café Skills

All classes have begun learning about nutrition, digestion and what their bodies need for optimum growth and development. This week they prepared rainbow rice paper rolls.



Year 11 Food Technology

Students are studying the unit Food Availability and Selection. We have begun by looking at the origins of our food supply and native produce. Last week, we prepared a variety of Australian bush-food infused biscuits including Wattleseed, Quandong, Riberry, Lemon Myrtle and Finger Lime.

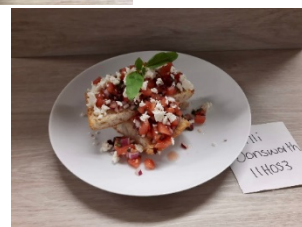


Year 11 Hospitality

Both classes have been busy completing their course inductions, and beginning the first module on safety in the hospitality industry. All students are reminded to return their signed induction and USI form ASAP if they have not already done so. Hospitality uniform orders have been placed, and information regarding payment will be distributed shortly.



This fortnight, they prepared Bruschetta (focussing on knife skills) and Risotto (focussing on creating base flavours and perfecting simple recipes from which they can build).



Year 12 Hospitality

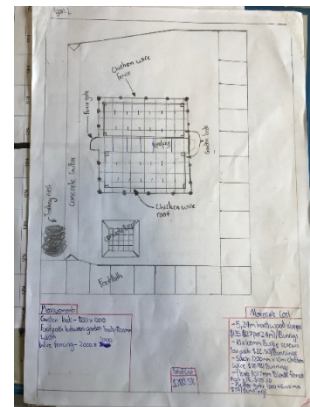
Our new Wega coffee machine was installed this week. This machine is reflective of what is current industry standard, and is a welcome addition to our existing Boema coffee machine. Year 12, being fully qualified baristas already, were the first students to try it out this week.



Year 12 Construction

After securing a generous haul of new industry standard tools and equipment last year from Mr Walker, the construction class is busy preparing designs for their first school project – raised garden beds. In small groups, they have conducted a site visit, and prepared a design and costing for their proposal. The winning team will become site supervisors for the project - so competition is fierce! Watch this space for future updates.

The current unit of competency is 'Reading and Interpreting Plans'. For this class project, students were required to construct a small house model to demonstrate their ability to read and interpret plans correctly. As shown below, a successful construction project is incredibly strong – even on a small scale!



SPORT REPORT

School Carnivals

Swimming Carnival

In light of recent changes, Kincumber High School will now be holding a full school swimming carnival at Peninsula Leisure Centre on Thursday, February 25 in Week 5. Unfortunately, no parents/carers or spectators will be able to attend due to some COVID-19 restrictions which are still in place.

The Brisbane Water Zone Swimming Carnival will be held in Week 6 on Thursday March 4.

CHS Sport

Any students looking to trial for a Sydney North team please come and see Mr Downey in the PDHPE staffroom for details. Any parents who are seeking information on these trials, can find the dates on our school website under the 'sport' section. Students are also encouraged to look on the Sydney North calendar located on the sports board outside the main entrance of the hall for dates/terms.

A big congratulations to Noah Watts of Year 10 who was successful in being selected for the U16s Sydney North Baseball team. Noah will now represent Sydney North at the NSWCHSSA Championships in Berkeley, beginning on March 15.

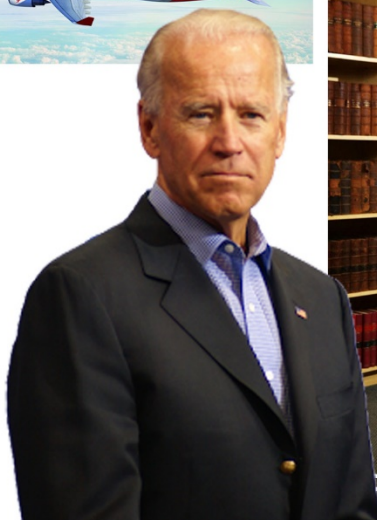
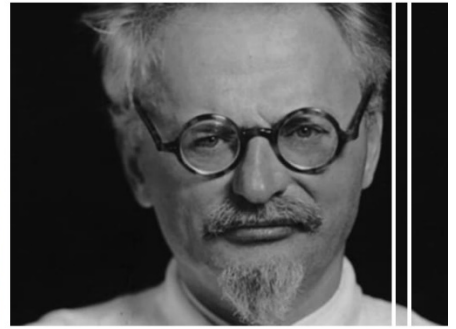
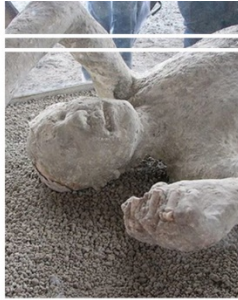


Knockout Sports and Gala Days

There are a variety of sporting teams which will be competing in Term 1. All students are encouraged to listen out to the school notices each morning for announcements on signing up or trialling for a school team. Any questions about particular teams should be directed to Mr Downey in the PE staffroom.

Mr Downey, Sport Coordinator

HSIE REPORT



It has been a wonderful start to the year for the HSIE Faculty. We have welcomed two new staff members - Ryan Barron and Luke Crowe, both of whom have already displayed innovative approaches to teaching. Mr Barron and Mr Crowe have also been very impressed by the calibre of our students. The HSIE Faculty have also been busy planning the mandatory fieldwork components for Stage 4 and Stage 5 Geography.

In Week 4, Year 10 Geography students will be surveying coastal management strategies at Terrigal/Wamberal Beach. In Week 6, our Year 7 cohort will be travelling to Bouddi National Park as part of their study of Landscapes and Landforms. I would like to thank Rumbalara Environmental Education for their assistance in planning these days. To stay up-to-date about these days, please 'Follow' or 'Like' the Kincumber High School Facebook page.

Many Kincumber High School students in Years 11 and 12 are undertaking HSIE courses. In 2020, HSIE achieved its best HSC results in the school's history - with 13 Band 6 (over 90) results across Ancient History (2), Business Studies (1), Legal Studies (7), Modern History (1) and Society and Culture (2). These terrific HSC results, along with many personal best performances, are a testament to the dedication of both our students and teachers and their specialised approaches to teaching and learning. Five of our teachers are HSC Markers, and this level of expertise has also assisted our students. It's been wonderful seeing our HSIE teachers going above and beyond offering additional early morning or afternoon lessons for Year 11 and 12 students, and enrichment study days during school holidays. I encourage all our senior students to take these important enrichment opportunities.

Finally, I would like to congratulate Ella Avni, Jackson Brown-Beresford and Jessica Sanchez, as recipients of the Excellence in Humanities and Excellence in Legal Studies Awards at this week's Evening of Excellence. These students attained outstanding HSC results in the respective HSIE courses they undertook in 2020. I wish them the best of luck as they begin their university studies.

Mr Waters, HT HSIE

SSU REPORT

The Student Support Unit participated in a Beach Safety Day on Thursday, 11 February at Terrigal Beach. Central Coast Surf Lifesaving taught the students about the basics of beach safety, which made for a very enjoyable day for both students and staff. Big thank you to all the staff that helped out!

Ms Regal, HT SSU



CAPA REPORT

Student of the week awards

Dance: Year 9 - Lucy Wilson, Saffron Francis. Year 10 - Lily Spindler, Sierra Flett. Year 11 - Kaeli Slape. Year 12 - Roland Gomes.

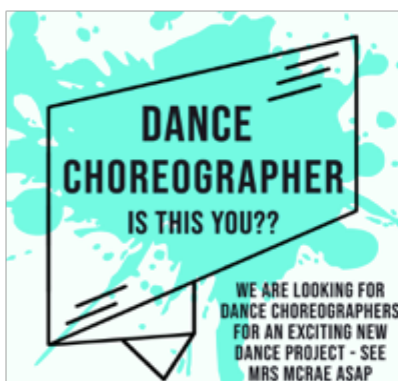
Photography and Digital Imaging: Year 10 - Max Turner.

Visual Arts: Year 7 - Cody Turner. Year 8 - Sebastian Roberts. Year 9 - Zachariah Jamal, Maia Elton. Year 11 - Kyra Altavilla, Jasmin Vella, Mallika Strickland, Elise Georgeson, Grace Shannon. Year 12 - Alexandria Tom, Robin Blackwell, Kalena Webb, Amber Gillam, Jett Walton, Hannah Lyttle, Lauren Giffiths, Ruby Petheram, Amelia Retford. Bailey Handley, Amity Bright.

Visual Design: Year 10 - Breehannah Morgan-Gellwiler, Teagan Pitt.

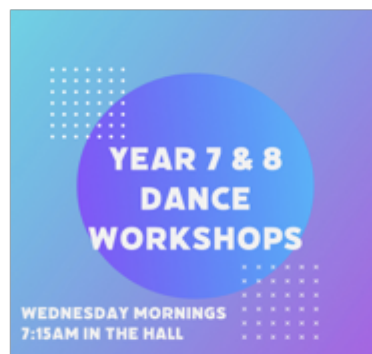


Welcome to the start of 2021. We are very excited to start our ensembles and dance programs and are looking forward to working with our existing dancers, as well as meeting new faces.



We are looking for students to take part in a new choreographic program. If you are interested in creating dance pieces, then see Mrs McRae in the PE staffroom to apply to be part of this new program.

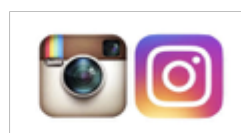
Year 7 & 8 Dance ensembles are starting up again – if you have not put your name on the list in the PE staffroom, make sure you do. Rehearsals will start this week. ALL students in years 7 & 8 who are interested in taking part, are invited to attend a workshop on Wednesday morning in the school hall.



Communication



Yes, we have closed Facebook groups for



Yes, we have a DANCE Instagram account,

Visual Arts, Visual Design and Photography and Digital Imaging Report

Year 12 Visual Arts

Five of our HSC Visual Arts students were selected to participate in the William Dobell Drawing School at the National Art School. Congratulations Hannah Lyttle, Jett Walton, Lauren Griffiths, Amber Gillam and Kalena Webb. This is a credit to our amazing KHS students, both past and present. The National Art School appreciates our students.

Students attended the Darlinghurst Campus on Saturday and Sunday, 13 and 14 February. Students worked with high calibre practising artists in a choice of workshops. Elective workshops included teaching skills, techniques and methods of portraiture, the human figure, experimental drawing and observational drawing.

Images below evidence some outcomes of the Human Figure workshop.

David Krix HT CAPA





Come and Play
for the
**KINCUMBER
COLTS**

KINCUMBER COLTS
JUNIOR RUGBY LEAGUE

New and returning players can register online now for season 2021 by going to www.kincumbercolts.com.au

We are a successful family friendly club where players of all ages and abilities are welcome

Register for the \$100 Active Kids voucher and check out our Website, Facebook or Instagram page. Cost inc: Insurance, Club Polo, Playing Shorts and Socks.

Under 6's to 9's - \$150
U10's - U17's - \$185
Girls U13, U15 & U17 League Tag - \$185
Girls U13, U15 & U17 Tackle - \$185
Girls playing both only pay \$205

All enquiries to: -
➤ Registrar Nicola Oldfield - 0403 752 717 or
➤ secretarykincumbercolts@outlook.com



Register now!



**Saratoga
HAWKS
JAFC**

Suzanne Sapsford 0423 036 697
registrar@sarahawks.org.au
 Open for Boys and Girls 5-15

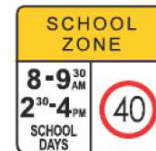


Sign up for junior footy **play.afl**

Traffic and Parking around your School

Parking rules are designed to stop vehicles from parking where it would be dangerous or inconvenient for others. Please consider the residents when parking in streets surrounding your school.

- ✓ **A School Zone** is the area around a school with a speed limit of 40 km/h. Between the School Zone and End School Zone signs you must obey the school zone speed limit. The school zone speed limit only applies on gazetted school days and during the times shown on the sign.



- ✓ **School Bus lights** – buses use signs and orange flashing 'wigwag' lights to warn motorists and pedestrians that they are picking up or setting down school children. The lights begin to flash when the bus stops and the doors are opened. They keep flashing for about 30 seconds after the doors close and continue even after the bus moves off. You must not drive past the bus in the same direction at more than 40 km/h while the 'wigwag' lights are flashing as there may be children crossing or about to cross the road.



- ✓ **A No Parking Zone** means that you must not stop for more than two minutes. You must remain in or within three metres of the vehicle. No Parking Zones are suitable for dropping off and picking up.



**THESE SIGNS MEAN YOU MAY STOP
HERE TO DROP OFF / PICK UP**

BUT YOU MUST

- stop for up to 2 minutes only
- stay within 3 metres of vehicle

**Kids look to you to keep them safe - please park legally in school zones
HEAVY FINES and DEMERIT POINTS APPLY**

- ✓ **A Bus Zone** means that the area is restricted for bus use only. If hours of operation are shown, the restriction only applies to this time. You may use this area outside of these times.



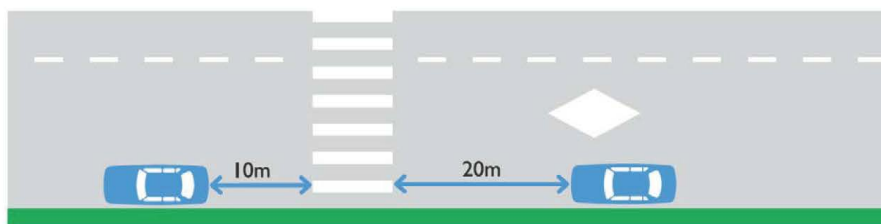
- ✓ **A No Stopping Zone** means no stopping at any time.



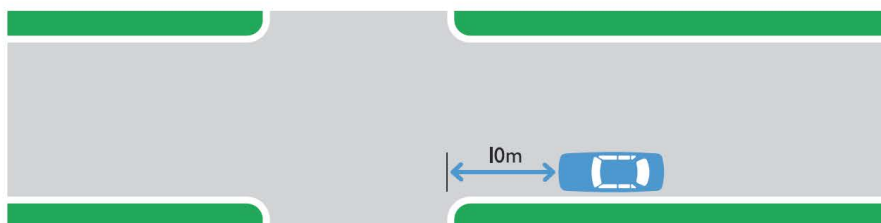
Other times when you must not stop

You must not stop your vehicle (that is, bring it to a stop and either stay with the vehicle or leave it parked) in the following circumstances:

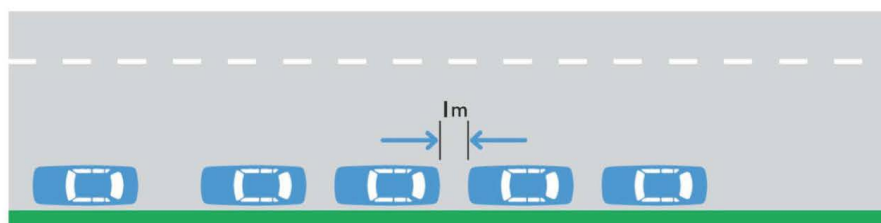
- ❑ Double parked (that is in the road alongside a car that is parked)
- ❑ Across a driveway or footpath
- ❑ On a median strip or traffic island
- ❑ On footpaths and nature strips
- ❑ On or within 20 metres before and 10 metres after a children's crossing or pedestrian crossing



- ❑ Within an intersection
- ❑ Within 10 metres of an intersecting road at an intersection without traffic lights unless signposted otherwise



- ❑ In Bus Stop, Bus Zone, Taxi Stand or Taxi Zone signed areas
- ❑ At least one metre from any other parked vehicle, close as possible and parallel to the kerb, and facing the same direction as the traffic lane



- ❑ Within three metres of any double centre lines
- ❑ Within 20 metres before and 10 metres after a bus stop

Adherence to signposting, linemarking and road rules around your school will assist in providing a safe environment for the school community and residents.



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KINCUMBER HIGH SCHOOL | TO TOMORROW