

BARRENJOEY BULLETIN

CONTENTS

Key Dates - 4
Principal's Report - 5
Deputy Principals' Report - 6
End-Term 1 Merits - 12
Barrenjoey Spirit - 15
SRC Report - 16
Ecojoey Report - 17
Faculty Updates - 19
P&C Update - 41
Community Pages - 43

The Barrenjoey Bulletin contains paid advertisements that directly support the operation of the school and its students. The publication of such advertisements does not imply endorsement or recommendation of any product or service by the NSW Department of Education or Barrenjoey High School.

Follow us

@barrenjoeyhsofficial



barrenjoey-h.schools.nsw.gov.au



TALIAH WHITMORE
YUIN WOMAN
Class of 2021

With respect and appreciation, we, the Barrenjoey High School community, acknowledge the Traditional Peoples of the Parramatta and Hawkesbury River Basin, who belong to the land and waters that we live, learn and play on. We acknowledge that this has been and always will be First Nations land.

We pay our respect to Elders past, present and emerging and extend our respect to all First Nations people present today. Since time immemorial First Nations people have lived in harmony with the land, taking only what they needed and giving back love and respect. First Nations people live according to the laws and customs of the land and sea that have been passed down from their ancestors. As the longest continuous culture in the world, First Nations peoples have sophisticated cultures that vary between different Indigenous groups.

We meet you here today with the understanding that when we share knowledge there is a better tomorrow.



School Bytes

Parent App

Available now!

Have you got
'Allow
Notifications'
turned on?

Download on the App Store or Google Play by clicking the image below.



Key Features

- Get real time push notifications from your school
- Stay signed in and save your card for secure payments for fees and excursions
- Give consent, sign forms and respond to attendance alerts
- View the school calendar and news



Download on the
App Store



GET IT ON
Google Play

KEY DATES | TERMS 1-2



Month	Week	Monday	Tuesday	Wednesday	Thursday	Friday	Weekend
	10	Open Girls Netball KO 31	Open Boys Soccer KO 1	Gold Duke of Edinburgh Expedition 2	Athletics Carnival 3	Yr 12 Wellbeing Excursion 4	5/6
	11	World Health Day 7	Yr 7 Student, Parent & Teacher Evening 8	Beach Touch Football Tournament U18 University Shield Rugby League Gala Day 9	Yr 12 CAPA Evening 10	11	12/13
HOLIDAYS							
APR MAY	1	School Development Day 28	School Development Day 29	Students Return 30		Yr 12 Motivational Day 2	3/4
MAY	2		Year 9 Camp 6	Year 7 Camp Year 10 Silver Duke of Edinburgh Practice Expedition 7		P&C Mothers Day 9	Mothers Day (Sun) 10/11
MAY	3	Yr 12 Student, Parent & Teacher Evening 12	U16 Boys & 14-16 Girls Rugby League Cup 13	U15 AFL K/O 14			15/16
MAY	4		U13 & U15 Rugby League Cup 20				21/22
MAY JUN	5			P&C Meeting 28			29/30
JUN	6						31/1
JUN	7			Bronze Duke of Edinburgh Expedition 4			5/6
JUN	8	King's Birthday 9			Warringah Zone Athletics Carnival 12		13/14

PRINCIPAL'S REPORT



Dear Barrenjoey High School Community,

As we approach the conclusion of Term 1, I would like to extend my sincere appreciation to all staff and students for their dedication and efforts throughout the term. In addition to our core focus on teaching and learning, we have successfully navigated a range of key events, including NAPLAN, the Athletics and Swimming Carnivals, Parent Information Evenings, Open Night, Year 11 Student-Parent-Teacher Evenings, and our first formal assessment period for Years 7-12. It has certainly been a busy and productive start to the year, and I am confident that we have established strong foundations for engagement and learning moving forward.

In staffing news, I am pleased to formally announce and congratulate Ms. Walker (HSIE) and Mr. Jordan (TAS) on their permanent appointments to Barrenjoey High School during Term 1. Both staff members have already been valuable contributors to our school, and their continued presence will further enhance the continuity of learning for our students.

I would also like to extend my thanks to Ms. Millham-Habgood and Mr. Claridge for their outstanding leadership while relieving in the Head Teacher TAS role over the past six months. Ms. Sullivan will be returning from leave in Term 2 to resume her role overseeing the TAS faculty.

Additionally, I am pleased to share that our House Leadership program has been re-established this year. Congratulations to the following Year 10 students who have been elected as our House Leaders for 2025: Makayla, P., Lucky, O., Milla, M., Ellie, N., James, H., Ethan, K., Louis, D., Chester, S., Mieke, B., and Oliver, D.

These students have already embraced their leadership responsibilities, beginning with their first official duty at Avalon Primary School's Colour Run. As I write this, they are also preparing to support our Athletics Carnival today by fostering and promoting participation and house spirit.

As part of our Transition Program, I will be sending a Year 7 Check-In Survey to students and their parents/carers on Friday, 4 April 2025 via SENTRAL email. This survey aims to gather feedback on the transition experience during Term 1 at Barrenjoey High School. We truly value your honest input, as it helps us refine and improve this important process.

Finally, as we head into the upcoming break, I would like to wish everyone a safe and relaxing holiday period. A reminder that staff will return on Monday, 28 April, with two scheduled school development days. Students will resume classes on Wednesday, 30 April (Week A).

Thank you all for a fantastic Term 1, and I look forward to an exciting Term 2 ahead.

Regards,

Brett Blaker

Mr Brett Blaker | Principal

DEPUTY PRINCIPALS' REPORT

Jeff Brown | Yrs 7 & 11
Sarah James | Yrs 8 & 12
Sarah Saunders | Yrs 9 & 10



Barrenjoey High School has been vibrant with numerous activities and achievements that underscore our commitment to excellence in education.

2024 HSC Major Works Exhibition

The 2024 HSC senior students have showcased their dedication and talent through the HSC major works exhibitions. The displays feature a diverse array of projects, highlighting the students' creativity and the comprehensive skills they've acquired throughout their studies. Barrenjoey High School is fortunate to have 2 projects displayed on Shape and one project in Textstyle. This exhibition not only demonstrated their individual talents but also reinforced our school's emphasis on fostering practical skills and innovative thinking. These projects have been selected from over 1200 across the state.

Both exhibitions are open to the public:

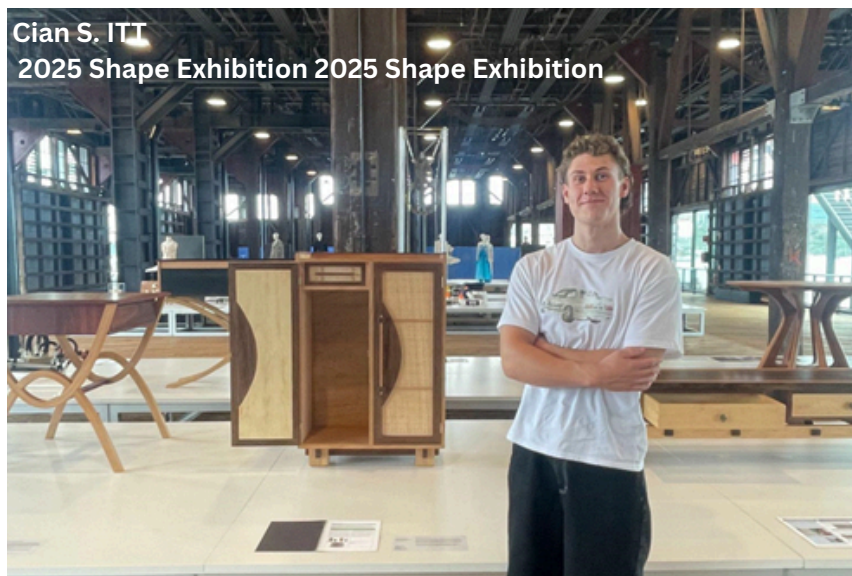
The SHAPE Exhibition will be held at Pier 2/3 Walsh Bay Arts Precinct from 17 March to 12 April 2025. The exhibition is free to attend. The exhibition will feature a new Learning Lab where students can explore a selection of projects in more depth and learn about the major work process from SHAPE showcase students.

Textstyle is being held at the NSW Embroidery Guild, Gallery 76, 76 Queen St, Concord West NSW 2138 from 2 March 2025, 9:00 am - 24 April 2025, 4:00 pm.

Luci D. Textiles & Design
Textstyle Exhibition



Brooke G.
Textiles & Design



DEPUTY PRINCIPALS' REPORT

Introduction of the New Embroidery Sewing Machine

In our ongoing efforts to enhance the resources available for creative expression, we introduced a state-of-the-art embroidery sewing machine to The textiles and Design classroom. This addition provides students with advanced tools to explore and expand their design capabilities, aligning with our goal to offer a diverse and enriching curriculum Barrenjoey High School.



Support for Avalon Public School's Colour Run

Demonstrating our commitment to community engagement, the Barrenjoey House leaders actively supported Avalon Public School's Colour Run event last week. Their involvement not only fostered school spirit but also strengthened our ties with local schools, promoting a sense of community and shared purpose. These initiatives reflect Barrenjoey High School's dedication to providing high-quality teaching and learning experiences, supporting the intellectual, creative, social-emotional, and physical growth of all students. We look forward to building on these successes in the upcoming terms.



DEPUTY PRINCIPALS' REPORT



DEPUTY PRINCIPALS' REPORT

Bike Safety

Riding a bike is a great way to get to school, but safety should always come first! Wearing a helmet isn't just a smart choice—it's the law in NSW. Helmets protect you from serious head injuries in case of an accident, so always make sure it fits snugly and is properly fastened.

It's also important to lock all bikes when you park them at school. A sturdy lock helps prevent theft and ensures all bikes are there when you need them. Use a U-lock or a heavy-duty chain and secure both the frame and the wheel to a bike rack.

By following these simple steps, all students and bikes are safe.

Let's all ride responsibly and look out for one another!



NAPLAN

Congratulations to our Year 7 and Year 9 students who have recently completed their NAPLAN examinations that measure essential literacy and numeracy skills. In total, 1174 on-line exams were completed over a nine day period. Results are usually made available during Term 2. We are looking forward to using the results and data to help continue our school focus around improving student outcomes in literacy and numeracy.

NAPLAN provides valuable insights into student learning, helping parents, teachers, and schools understand strengths and areas for improvement.

For parents, NAPLAN results offer a clear picture of their child's progress compared to national benchmarks. It highlights key areas such as reading, writing, spelling, grammar, and numeracy, showing where their child excels and where extra support may be needed. While NAPLAN is just one measure of academic achievement, it helps identify trends over time and informs future learning strategies.

DEPUTY PRINCIPALS' REPORT

Schools also use NAPLAN data to refine teaching approaches and ensure students receive the support they need to succeed. By analysing results, educators can tailor programs to address gaps and enhance overall learning outcomes.

For students, it provides an opportunity to develop confidence in key academic skills that will benefit them throughout their education and beyond. Ultimately, NAPLAN plays a crucial role in fostering educational growth for both individuals and the wider school community.

Student Parent Teacher Evenings

On Tuesday 8th April we have the first Student Parent Teacher evenings for Year 7. Bookings are now open through the Parent Portal. Please contact the school if you have any problems accessing your portal.

Student Parent Teacher evenings are essential for strengthening the partnership between home and school. These meetings provide a valuable opportunity for open communication about a student's progress, strengths, and areas needing improvement.

For parents, these evenings offer direct insight into their child's academic performance, work habits, and social development. Teachers can share personalised feedback, helping parents understand how best to support learning at home. Students benefit from hearing constructive discussions about their progress, setting goals, and taking responsibility for their education. Please encourage your child to accompany you to these interviews!

Teachers also gain a deeper understanding of each student by engaging with parents, learning about factors that may influence academic performance. These conversations help build a supportive learning environment, ensuring students receive the guidance they need to succeed.

By fostering collaboration between students, parents, and teachers, these evenings contribute to improved academic outcomes, stronger relationships, and a more positive and engaged school community.

Upcoming Student, Parent, Teacher Evenings:

Year 7 – Tuesday 8th April 4-7pm

Year 8 – Monday 28 July 4-7pm

Year 9 – Thursday 26 June 4-7pm

Year 10 – Tuesday 1 July 4-7pm

Year 12 – Monday 12th May 4-7pm



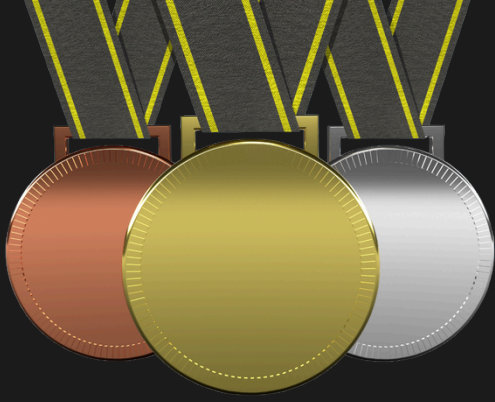
DEPUTY PRINCIPALS' REPORT

Alumni Event for Years 9 & 10

On Monday 31st March, our Year 9 and 10 students had the opportunity to hear from five of last year's Year 12 graduates—Aiden, Ruby, Luci, Stella, and Summer. A huge thank you to them for sharing their insights on their time at Barrenjoey and how it prepared them for life beyond high school.

From discussing the most beneficial aspects of their experience to tackling challenges post-HSC, the session was filled with inspiring stories and thoughtful questions from our engaged students.





MERITS

YEAR 8 SILVER

Frankie Davis
Zac Herdman
Arielle Lewis
Maximillian McBryde
Alice Minnock
Annabel Moody
Noah Parr
Jade Paterson
Mia Tabisz
Bennett Young

YEAR 9 SILVER

Loki Almenning
Charlee Patching

YEAR 10 SILVER

Jennifer Allison
Ivy Bateman
Chili Padovan
Freddy Roberts

YEAR 7 BRONZE

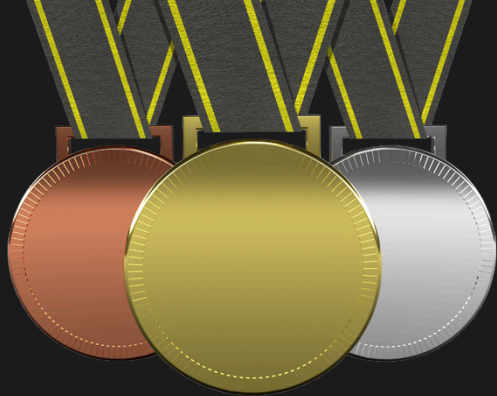
Mila Agne
Oliver Annesley
Marlie Bolton
Audrey Boross
Zack Brindisi
Lucinda Bryant
Aidan Chandler
Iluka Clarke
Mark Connors
Bayley Corbett
Calista Coulston-Jones
Owen Demiri
Luca Donoghue
Olivia Dougall
Cleo Eriksson
Ella Sofia Fimmano
Ronan Forde
Arabella Georgeson
Macy Gillett
Finlay Groom
Isaiah Harrison
Teddy Henty
Reece Heslop
Lincoln Hill
Archie Hill

YEAR 7 BRONZE

Matilda Hudson
Joshua Jansen
Ari Jarvis
Taylor Jennison
Matilda Jones
Henri Kallio
Sebastian Keeffe
Kobe Kwan
Jane Mahon
Sophia Mills
Scarlett Moody
Charlie Moore
Mackenzie Norman
Jesse O'Mara
Eden Paice
Alice Perry
Madeleine Poyntz
Archie Robinson
Francesca Satinoff
Remi Savic
Kalani Shaw
Kalani Shaw
Marcus Shaw
Jakob Skrinnikoff
Jack Staley

YEAR 7 BRONZE

Alvar Stewart
Xavier Van Der Wallen
Jensen Van Dyck
Max Walker
Asher Walling
Kayla Waterson
Lennox Williamson
Sam Winter
Sahri Young



MERITS

YEAR 8 BRONZE

Zachary Bauer
Cassius Bullen
Grace Byrnes
Bridget Carmichael
Misha Claverie
Ella Combes
Ireland Dowdall
Patrick Drake
Flynn Dwight
Leo Flaye-Poulson
Ruby Glindeman
Viktor Gurchenko
Max Hampton
Connor Heighes
Seaenna Howarth
Louie James
Quinn Jones
Daniel Karaolis
Zara Kardash
Xavier Kenny
Willow Kent
Ella Knight
Alexander Kowalski
Jacob Kurtz
Mary-Kate Lagopoulos
Madelyn Lane
Bill Laurich
Winter Laws
Mitchell Lukeman
Shamiso Makaza
Carter Marriott
Elhi Marriott
Hamish Mcgrath
Lucas Mervin
Edwin Minter
Francesca Panaia
Montgomery Pellett
Sebastian Pippi Costa
Cassian Poppleton
Finn Quarry

YEAR 8 BRONZE

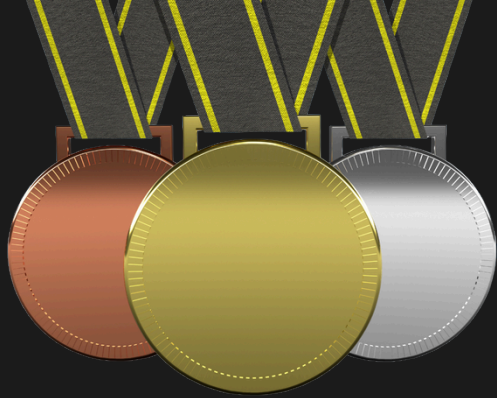
Eik Ravenscroft
Leni-May Robbins
Daniel Searles
Fletcher Smit
Rocco Thomas

YEAR 9 BRONZE

Maya Aguilar
Cael Brady
Max Bruce
Jackson Chick
Connie Cook
Jade Denning
Isabella Donald
Maddie Dougall
Sam Earl
Zac Eastwood
Chloe Erskine
Hazel Fishburn
Iestyn Gallagher
Nate George
Jake Georgeson
Zeke Gull
Ally Harders
Mahlie Hoole
Macy Kenny
Molly Lahoud
Dylan Laurich
Archer Marsh
Romeo McBride
Parker Owen
Ace Perich
Noah Quarry
Max Riefenstahl
Harry Robinson
Will Seymour
Jack Talbot-Sapsford
Willow Toll
Ben Wagner
Imogen Walsh
Jett Woodley

YEAR 10 BRONZE

Vincent Val Acosta
Molly Boon
Samson Chandler
Indigo Craig
Fife Crawford
Willow Davis
Louis Dwight
Tahli Elliott
Pepper Fischer
Keitaro Franchi
Harriet Gardner
Octavius Geyle
Liberty Harris
Tyson Holland-Weber
Sylas Lincoln
Elodie Love
Malene Macallister
Ava Mcleod
Finnlay Merry
Grace Mitchell
Luis Nuernberg Sempre Bom
Poppy O'Donnell
Zoe Parker
James Picknell
Chelsea Preston
William Reid
Rex Robbins
Chester Scahill
April Smith
Eva Stone
Ryder Stone
Lola Taylor
Ruby Taylor
Eero Utzon-Popov
Kane Van Wijck
Stanley Wittchen
Oscar Woodhouse
Oliver Zonca



MERITS

YEAR 11 BRONZE

Maya Cheyne
Bonnie Court
Charlotte Eding
Lily Gillett
Sebastian Nylander
Pearl Pride
Maya Stidwill
Matilda Talbot-Sapsford

YEAR 12 BRONZE

Finlay McCreath
Matilda Nicholson
Emily Powell
Caius Ripoll



BARRENJOEY SPIRIT

Congratulations Merryn Baker!

Congratulations to Barrenjoey alumni (Class of 2014), Merryn Baker on being the lead author in a new test for silicosis that is showing promise in early studies.

The new diagnostic tool has been developed by physicians and scientists from UNSW Sydney that analyses a person's breath for signs of silicosis and has the potential to catch the disease earlier rather than wait for irreversible lung damage to appear.

Amazing effort Merryn!



Congratulations Australia Day Regatta Winners!

Congratulations to students, Emma T. (Yr 10), Fred A. (Yr 8) and Charlie Q. (Yr 8) who attended the Town Hall with the Deputy Mayor of Sydney to be presented with trophies for winning in the Australia Day Regatta held in Pittwater. It is the longest running regatta, and has been going for 189 years.

Emma and Fred sail together in a Flying 11 and Charlie sails an Open Skiff at Avalon Sailing Club each weekend.

They all sail at State and National levels and attend many regattas throughout the year.

What an outstanding effort from these three dedicated young people!



STUDENT REPRESENTATIVE COUNCIL

ALAN PLUCK | SRC COORDINATOR

Barrenjoey Steps Up for Zonta Birthing Kit Packing a Huge Success

On Saturday, 15th March, the Barrenjoey community—students, teachers, parents, and local volunteers—came together to make a real difference, packing birthing kits for mothers and newborns in some of the world's most vulnerable communities.

The event, led by Zonta volunteer and passionate women's rights advocate Margaret White, saw people of all ages working side by side to assemble essential kits. These simple yet life-saving packs provide much-needed medical supplies to women who give birth without access to hospitals, doctors, or even basic sanitary resources.

It was inspiring to see so many current and former SRC members, staff, and parents lending their time, reinforcing the strong community spirit that defines Barrenjoey. Volunteers not only packed kits but also took the opportunity to learn about the challenges faced by mothers in remote areas. Everyone worked efficiently, ensuring that as many kits as possible were prepared.

Reflecting on the experience, I recalled a moment from years ago when I was working in the jungle of Papua New Guinea. A young woman in labour had to be transported to a health clinic in a banana boat. It was a team effort—two of my employees and I assisted in the delivery—but the real stars, of course, were the mother and her newborn. She gave birth to a beautiful, healthy baby girl, whom they named after my wife, Kate. That moment was a powerful reminder of how vital even the most basic medical supplies can be in saving lives.

A huge thank you to everyone who gave up their Saturday to support this initiative. Your hard work and generosity—whether packing kits, offering encouragement, or simply showing up to help—will have a lasting impact on mothers and babies who need it most. It was a day filled with teamwork, compassion, and a shared commitment to making the world a better place—one birthing kit at a time.

Well done, Barrenjoey! I am sure that newborns and mothers in remote parts of the world will appreciate the effort.



ECOJOEY

ALAN PLUCK | ECOJOEY COORDINATOR



Hands in the Air for Our Environment

In February, our fantastic Year 7 students did more than just put their hands in the air. They rolled up their sleeves and got their hands dirty for Clean Up Australia Day, a flagship event for our very own EcoJoey initiative. These eco-warriors took to the school grounds and surrounding areas to battle pollution, collecting an impressive 16 bags of litter!

Now, let's be honest picking up 16 bags of rubbish won't solve all the world's environmental problems; but when you're lucky enough to live and learn in a place surrounded by stunning beaches, the breathtaking Pittwater, national parks, and incredible wildlife, it's a no-brainer that we need to do our part. Teaching our students, the importance of protecting our environment is the real win here.

The good news doesn't stop there! We're currently working on securing a Sydney Landcare grant to fund high-tech water testing equipment. If successful, our students will get hands-on experience in testing local waterways, contributing real scientific data to help monitor and combat pollution in our area. Fingers crossed—stay tuned, Bat-watchers!

A huge shout-out to Year 7—you were absolute legends and did yourselves proud as environmental warriors. Keep up the great work!



YEAR 7

STUDENT PARENT TEACHER EVENING

Tuesday 8th April 4-7pm

**Bookings Open
12 Noon Monday 31st March**

**Bookings Close
3pm Friday 4th April**

Make your booking through the Parent Portal



WELLBEING

MICHAEL MOYLAN | HEAD TEACHER WELLBEING

Term 1 has been a busy and productive term for Barrenjoey's wellbeing program with Years 7 to 12 participating in fortnightly wellbeing lessons.

Year 7's wellbeing program has included the Palm Beach Lighthouse walk, Peer Mentoring, Goal setting, Letters to Future Self, Time and stress management, Academic Integrity and Pro-Active Wellbeing special interest groups.

Year 8's wellbeing program has included Goal setting, Anti Racism, Conflict Resolution, Pro-Active Wellbeing special interest groups and a presentation on self-care in the holidays by Huzzy, our Student Support Officer.

Year 9's wellbeing program has included Goal Setting, Letters to Future Self, Healthy Relationships by Huzzy (Student Support Officer), Find Ya Feet by Tommy Herschell, Pro-Active wellbeing special interest groups.

Year 10's wellbeing program has included local support services Beaches Youth Hub, Goal Setting, Letters to Future Self, Blue Minds Ocean Youth program, Self Esteem and games day.

Year 11's wellbeing program has included Goal Setting and Peer Mentoring with Year 12, Ethical use of AI, Building Academic Resilience, Pro-Active Wellbeing special interest groups.

Year 12's wellbeing program has included assessment preparation and peer mentoring with Year 11, Burdekin Charity Stall, Future Pathways presentations by Macquarie University, USYD and MEGT, and a bonding excursion to Treetops.



BARRENJOEY INCLUSIVE LEARNING UNIT

CAROLINE DODSON| HEAD TEACHER BILU

This year the Inclusive Learning Unit has grown threefold!

Over the summer break, three classrooms and a break-out space adjacent to the D-Block learning hub were renovated to host Barrenjoey's three new support classes.

BILU is one of just a few support units located in high-schools within the Pittwater area who provide specialist and intensive education to students with a disability. Our staff and students are proud to be a part of the Barrenjoey community as we continue to grow in such a positive and inclusive learning environment.

We would like to welcome our new Special Education teachers, Ms Leishman, Ms Tales, Mr Burke and Mr Peek and our highly skilled SLSO's Beth, Shayne and Barbara.



CREATIVE & PERFORMING ARTS

FIONA GUDMUNSON | HEAD TEACHER CAPA

Year 7 Visual Arts

Year 7 have been working on a portraiture unit. They have been investigating proportion and the planes of the face. The first exercise was them drawing their faces unguided only using a mirror. The second artwork was a directed observation based on their facial features and applying their knowledge of the planes of the face. There has been a marked improvement in their observation and drawing skills.

UNGUIDED SELF-PORTRAIT.
From observation using a mirror.



SELF-PORTRAIT APPLYING GUIDE
From observation using a mirror.



UNGUIDE SELF PORTRAIT
From observation using a mirror



SELF PORTRAIT USING GUIDELINES
From observation using a mirror



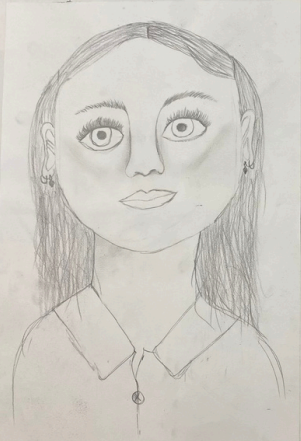
UNGUIDED SELF PORTRAIT
From observation using a mirror



SELF-PORTRAIT APPLYING GUIDELINES
From observation using a mirror



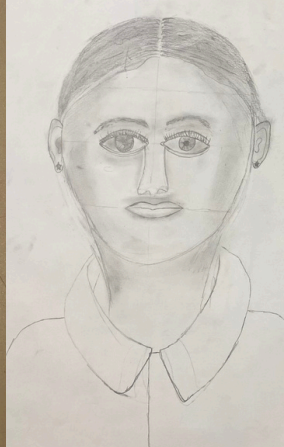
Unguided self portrait
From observation, using a mirror



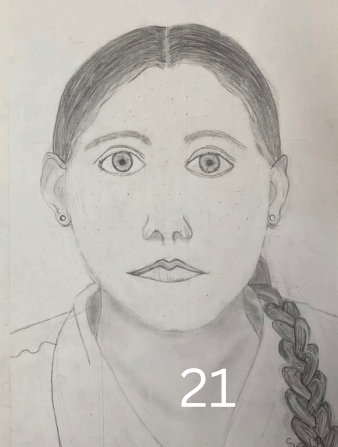
Self Portrait applying Guidelines
From observation, using a mirror



UNGUIDED SELF PORTRAIT
From observation, using a mirror



SELF PORTRAIT APPLYING GUIDELINES
From observation, using a mirror



CREATIVE & PERFORMING ARTS

FIONA GUDMUNSON | HEAD TEACHER CAPA

Year 10 Visual Arts

Year 10 Visual Arts are exploring pencil grades through looking at dog anatomy and drawing techniques. These drawings are in preparation for the building of a sculpture installation that will be featured around some part of the school grounds.



CREATIVE & PERFORMING ARTS

FIONA GUDMUNSON | HEAD TEACHER CAPA

B Block Jam

On Friday 28th March the second B Block Jam for the year took place to a packed crowd. Once again we had an amazing array of talented student performers including Jake from Year 9, Chester, Flynn, Ryder & Freddie from Year 10, and Jayden from Year 12. There was a guest teacher band as a special surprise consisting of Huzzy, Mr Matthews and Mr Abraham. It is fantastic to see the number of students putting themselves forward to perform at these events as a way of showcasing and developing their performance talents. Well done to all involved.



CREATIVE & PERFORMING ARTS

FIONA GUDMUNSON | HEAD TEACHER CAPA

Barrenjoey Dance Ensemble

The Barrenjoey High School Dance ensemble comprises students from Year 7 & 8 who have a passion and talent for dance. Under the guidance of their dance teacher Miya Hayward, the group rehearses once a week before school. They are currently working towards their audition piece for the Sydney North Dance Festival, a lyrical dance inspired by Van Gogh's 'Starry Night' artwork and some upcoming eisteddfods. It is wonderful to see the profile of dance at Barrenjoey grow as students participate in these extra curricular groups.





YEAR 12 CAPA NIGHT

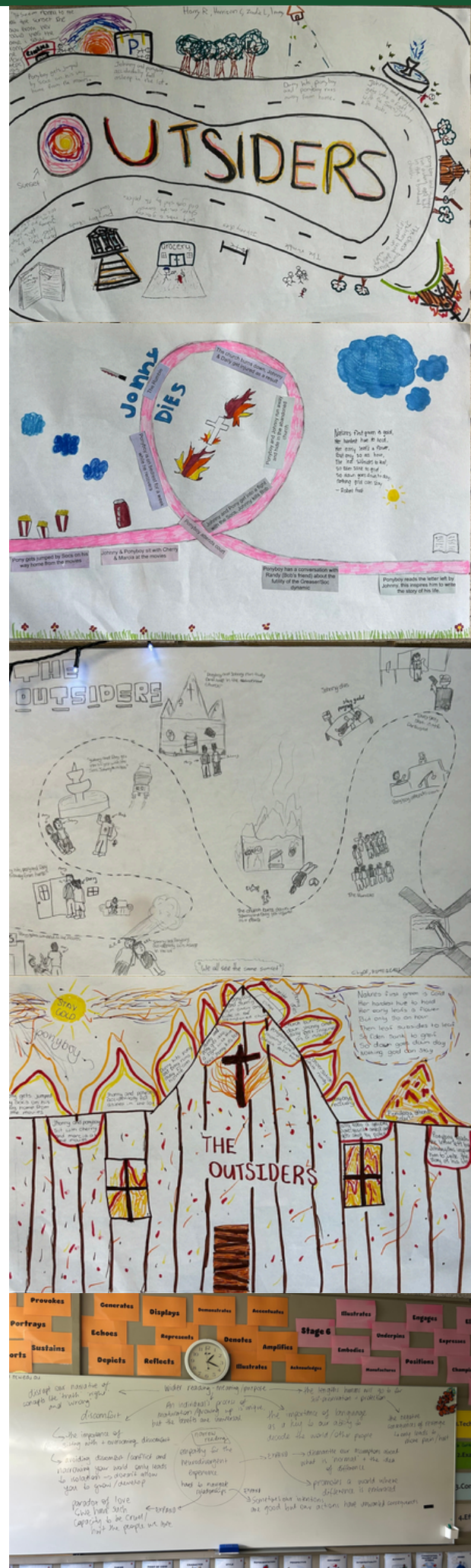
THURSDAY 10TH APRIL

6.30PM

BARRENJOEY HIGH SCHOOL
PERFORMANCE SPACE



ZALI STAMOPOULOS & PETA CLARK | TEACHERS | ENGLISH



HUMAN SOCIETY & ITS ENVIRONMENT

SEBASTIEN HARTOG | HEAD TEACHER HSIE

YEAR 12 MODERN HISTORY

Students this term have been delving into the history of the USSR, in particular the period between 1917 and 1941. In this area of study students have looked at key events surrounding the consolidation of the Soviet state such as the Civil War and the power struggle that emerged after Lenin's death. Students will round out the term by studying the nature and lead up to the events in Tiananmen Square in 1989. All students are encouraged to have their base essays completed before the end of the term.

YEAR 12 ANCIENT HISTORY

This Term, students have been diving into the fascinating world of Ancient Sparta. We've been exploring various aspects of Spartan life, including its unique social structure, religious practices, and the supposed formidable Spartan army. Through a careful examination of both ancient and modern sources, students have been developing critical thinking skills by comparing historical evidence with contemporary interpretations. A key focus of our study has been separating fact from fiction — investigating how popular culture portrays Sparta versus what historical records reveal about this powerful and disciplined society. It's been an exciting journey of discovery that encourages students to think deeply about how history is presented and understood.

YEAR 12 LEGAL STUDIES

Year 12 Legal Studies students have been learning about Crime this Term, a core topic in the HSC Legal Studies Syllabus. They began their journey by learning about the nature of crime, including categories of crime and different types of offences. Their journey has also included an in-depth study on the criminal investigation process, where students learned about the roles and function of police, taking a deep look at the Law Enforcement (Powers and Responsibilities) Act 2002 (NSW) and several supporting case studies (such as search and seizure powers as well as the power of arrest). Additionally, students have also spent time analysing a key syllabus theme and challenge when they assessed the role of discretion in the criminal justice system which included prosecutorial and judicial discretion. The Crime topic, therefore, is not only helping these students expand their knowledge of the nature of crime in Australia, but is also helping develop their critical thinking skills in understanding the effectiveness of the criminal justice system in achieving justice.

YEAR 12 BUSINESS STUDIES

The team has dealt with the second element of the HSC syllabus - Marketing, and has moved into Finance, which is the more challenging element of the course. The second assessment task went well, an essay focused on learning and applying the expected essay structure required by HSC marking. In addition, as an outcome of PL at Pittwater High, I have started explicitly teaching the annotation of short answer questions to skill the team up with correct application of the directive verb, extracting the syllabus elements of the questions and understanding the limitations of the question.

HUMAN SOCIETY & ITS ENVIRONMENT

SEBASTIEN HARTOG | HEAD TEACHER HSIE

YEAR 11 MODERN HISTORY

Year 11 have started their senior study of Modern History by looking at the decline and Fall of the Romanov Dynasty. Students have investigated the suitability of Nicholas II as an autocrat and how this contributed to his downfall. The class has also explored issues such as the growth of opposition up to 1917 as well as the impact of WW1. Alongside this students have also been learning the key skills that make up a Modern History essay which will be crucial to success in the HSC.

YEAR 11 ANCIENT HISTORY

This term, students have been investigating the nature of Ancient History and applying their newly developed analytical skills to the case study of the emergence of early societies. Whilst undertaking this unit, students have also been challenged to go out of their comfort zones in their recent assessment task. In particular, they were tasked with presenting their findings and analysis of an ancient site to their classmates. Lastly, students also ventured beyond the bends and into the city for a museum visit at Sydney University. Their visit included a tour and an object handling session, with our tour guide alluding to future topics of Troy, Power and Image in Ancient Egypt, and Slavery in Ancient Rome.

YEAR 11 LEGAL STUDIES

Year 11 Legal Studies students have taken the leap into a new area of learning, developing their foundational knowledge of the Australian Legal System by learning about basic legal concepts. They have therefore spent a substantial amount of time broadening their legal terminology to include complex terms, ideas and principles such as jurisdiction, procedural fairness, precedent, the Rule of Law and the separation of powers. In strengthening their understanding of these concepts, we have learned about and discussed case studies on capital punishment and circle sentencing. During their journey, students have also added key skills to their toolkits by learning how to analyse media articles and incorporate evidence i.e. legislation and case law, into their extended response arguments. We are currently in the midst of learning about sources of contemporary Australian law and have studied our common law system, statute law and delegated legislation. Looking forward, students will soon be moving on to learn about the operation of law, including a deep look into recent case studies on recent changes in the Australian legal system.

YEAR 11 BUSINESS STUDIES

Business Studies students have been working hard to lay the foundations of their course through the study of the Nature of Business. They have been examining the role of business in society, different types of business, the external and internal influences on business as well as the lifecycle of business. Students have been learning through concepts and theory then relating this to real life businesses that exist in Australian society today. Students have examined media articles on a chosen business to explore how it operates and responds to contemporary business challenges. Students are about to embark upon the Business Planning topic and will be required to dig deep into their entrepreneurial spirit and devise a real life business plan for a business they would like to establish now or in the future.

HUMAN SOCIETY & ITS ENVIRONMENT

SEBASTIEN HARTOG | HEAD TEACHER HSIE

YEAR 11 SOCIETY & CULTURE/ACCELERATED SOCIETY & CULTURE

In Term 1 of Society and Culture, we started our sociological learning journey by exploring the interactions between individuals and groups in both contemporary and historical societies. Our study has focused on fundamental concepts such as persons, society, culture, environment, and time, examining how they shape human experiences and social structures. We have also considered additional concepts like power, authority, gender, and identity, analysing their influence on different levels of society—micro, meso, and macro. Furthermore, we have explored the impact of technologies and globalisation on social change, highlighting how these forces shape cultural practices and interactions over time. We are currently completing our focus study on women's experiences in Afghanistan, which is supported by our understanding of the key concepts of the course. In addition, we are close to submitting our first assessment task, involving the writing of a report about a chosen culture linking to our key concepts.

YEAR 11 ACCELERATED ABORIGINAL STUDIES

For the first half of Term 1 in Aboriginal Studies, we have been focusing on developing our Major Project, which involves selecting a topic related to the course and consulting with both our teacher and appropriate Aboriginal community members. This project allows us to apply our research skills by planning, gathering, and analysing information while engaging in meaningful community consultation. Additionally, we have been using published materials to provide background information and support our research, ensuring our work is well-informed and respectful of Aboriginal perspectives. We are now about to finish our major projects, with many exciting topics being researched. Currently, we are looking at our new topic, Heritage and Identity. This will be our final topic before we start revision for Trials and the HSC exam in Term 4.

YEAR 10 HISTORY

Our Year 10 History cohort have been looking at the Holocaust, with a key focus on developing their ability to annotate and analyse sources, encouraging them to think critically about evidence and its historical significance. Through examining primary and secondary sources, students have learned how to construct analytical responses, considering perspective, reliability, content, value and limitations, to ultimately deepen their understanding of this important period in history. As we progress through to Week 10 of the term, we will begin our new topic of Changing Rights and Freedoms where students will explore the fight for civil rights in both the American and Australian contexts.



HUMAN SOCIETY & ITS ENVIRONMENT

SEBASTIEN HARTOG | HEAD TEACHER HSIE

Source A-

The Goebbels Diaries (1942-1943)

Reliability

This is a primary source, so it gives historians highly reliable insights into Josef Goebbels's beliefs and ideologies. However, it is highly biased and not a factual recount, so none of the information stated is reliable or truthful.

Reveals Nazi tactics in manipulating the German people into accepting the hardships they are facing while also keeping faith in the Nazis. Goebbels acknowledges the sacrifices of German people and attempts to justify their living conditions by linking their hardships/struggles to victory

Limitations

The source is heavily biased since it aims to reinforce support for Hitler, discredit Allies and justify the continuation of war, and therefore has false ideas and a lack of facts in it. The source is a one-sided perspective and was designed to influence rather than inform, as a result its claims are unreliable and don't reflect the reality of the time.

Goebbels views Hitler as his idol and a divine figure who will "save" Germany/Europe and lead them to victory.

Gives us insight into Goebbels beliefs; Germany is above and better than England and America as they are weak/unworthy, Goebbels is anti-allies because he is discrediting their leadership and war efforts.

Perspective

This source is a first-hand point of view from the Nazi's chief propagandist, since it is written from the perspective of Nazi leadership it provides historians with reliable insight into their ideological stance and war strategy.

Shows Goebbels manipulative personality as he demonises bolshevism, framing it as an existential threat that should be destroyed. It implies that he wants a totalitarian dictatorship/Autarky with Hitler as Führer instead.

"The Führer is the only one who can save Europe. The English and the Americans have no real vision. Bolshevism must be destroyed, and we must convince the people that the sacrifices they make now will ensure our victory. The German people must remain steadfast. We will use all means of propaganda to keep morale high."

Value

This source shows us how important propaganda was in maintaining the war effort since the source directly refers to using propaganda as a tool to maintain morale, explicitly stating its use in keeping the population committed to war. It also shows us the intention behind the propaganda used in WW2 and reflects the German public's conditions during the war.

Goebbels believed the only way that German people would continue living in a war-ridden environment was to keep their spirit up by providing false information about victories and enemies.

Source B-

Goebbels 'Total War' Speech at the Berlin Sportpalast 1944

Perspective

This source comes from a point in time where the war was not in favour of Germany and morale was declining within the German public, as a result the tone is aggressive and urgent. This source reflects Germany at the time and Nazi leadership's desperate position in 1944.

The source is villainising the allies and spreading false information about their motives, it portrays war as an existential struggle, reinforcing the mentality that Germany is under attack.

Goebbels uses rhetorical questions to rally the audience and engage them in generating enthusiastic support. He strategically utilises emotional language to create a sense of urgency and commitment to Germany's war efforts.

"Do you want total war? Do you want it, if necessary, more total and more radical than we can even imagine today? The time for half-measures is over! We must act with fanatic devotion! The enemy seeks to destroy us, but we will rise stronger and more determined than ever!"

Value

This source is valuable as it is a key example of Nazi propaganda, and offers us insight into Nazi war strategies. It shows us that Nazi leaders were prepared to demand extreme sacrifices from the German people, and how Germany's military struggles led to manipulation and propaganda. Source B gives historians a more in depth understanding of WW2 from a Nazi perspective since the speech was given at a significant time during the war.

An attempt to boost morale among the audience by promoting resilience and national unity.

Reliability

Source B is not a reliable or factual recount of actual events going on at the time as this speech was intended to manipulate the emotions of the public rather than provide information. However it does give us insight into the tactics the Nazi Party used during the world war to keep the war effort going. This is a one-sided perspective because it provides only Nazi leadership's view on the war not the actual reality for soldiers or ordinary German people.

Goebbels is promoting blind loyalty and devotion/sacrifice to the war effort. This source shows us that he believed extreme measures were necessary for victory.

Goebbels is urging people to commit fully to the war effort, suggesting that he believes previous war efforts were not extreme enough and that more drastic action is needed.

Limitations

Source B is highly biased and doesn't reflect the actual thoughts, feelings and views of the public, only the Nazi Party's efforts to maintain control. It is not accurate or factual; the claim that Germany would rise stronger wasn't realistic or truthful as by this point in time the war was already leaning towards the allies.

HUMAN SOCIETY & ITS ENVIRONMENT

SEBASTIEN HARTOG | HEAD TEACHER HSIE

YEAR 10 GEOGRAPHY

Year 10 Geography students have been actively exploring the complex interactions between natural environments and human activity through the unit Environmental Change and Management. Students have developed foundational knowledge by differentiating between biotic and abiotic factors, constructing food webs, and identifying the Earth's four key spheres. Students have also examined how environmental worldviews shape the way people perceive and manage natural environments, critically discussing case studies such as the management of Fraser Island. Building on these skills, they have investigated human-induced environmental change with a focus on the Great Barrier Reef and the Great Southern Reef, analysing how scale, biophysical processes, and climate change impact these ecosystems. Students recently deepened their understanding of the significance of Kelp Forests as keystone species and the role of ocean currents in maintaining ecosystem health, while also developing skills in interpreting geographic data, constructing graphic organisers, and analysing cause and effect relationships.

YEAR 9 HISTORY

Year 9 Historians have been investigating the Movement of People from 1750-1850 and its impact on the modern world. Students have been examining the transatlantic slave trade, convicts and free settler to Australia through in depth study of evidence such as texts and illustrations. By analysing the content, perspective and limitations, students can assess the reliability of sources to gain an in-depth understanding of the short and long-term impacts of the movement of people. Students will shortly begin the unit on WW1 and WW2, investigating the causes of the wars, the nature and scope of warfare and the wars' impact on Australia.

YEAR 9 GEOGRAPHY

Over the course of this term, Year 9 students have been engaged in an in-depth exploration of one of the most significant themes in contemporary geography - how and why places change. Through the unit Changing Places, students examined patterns of population movement, urban growth, and the transformation of human environments. They investigated the drivers behind these changes, including migration, urbanisation, economic development, and social and environmental factors. Students applied these concepts to real-world case studies, including cities such as Sydney and Mumbai, where they explored the challenges of managing rapid urban growth. Students considered issues such as traffic congestion, housing affordability, access to services, and the environmental impacts of expanding cities. Importantly, students also analysed the unequal distribution of these challenges, reflecting on how urban change affects different communities in varied ways.

YEAR 8 GEOGRAPHY

Year 8 Geography students have been examining the topic of Interconnection, how people and places are connected in a modern world. Students have explored the economic, social and environmental impacts of tourism with a deep dive into the consequences of tourism on Bali. They have chosen a destination to examine the positive and negative effects of tourism. By discussing ideas of globalisation and trade and linking them to the items we consume on a daily basis like food, clothing, and technology, students have gained a greater understanding of the world and their place within it. Students have read climate graphs, pie charts, choropleth maps, area and grid reference to enhance their geography skills set. Students can look forward to our next topic of Water in the World where we will examine the nature, scarcity and vitality of water and its important role in all our lives.

HUMAN SOCIETY & ITS ENVIRONMENT

SEBASTIEN HARTOG | HEAD TEACHER HSIE

YEAR 8 HISTORY

In year 8 History, students have been learning about and examining the history of Medieval Europe. A timeline was developed that explored key dates from the transformation of the Roman World into Medieval Europe. The daily lives of peasants, nobles and royalty were examined and included the study into their roles, responsibilities and status. The Norman Conquest and the Crusades were investigated. Students also conducted a research assignment that explored the Black Death covering areas such impact, the spread of the black death, causes and remedies. In addition to the first 8 weeks on Medieval Europe, students completed activities on source analysis, map work and developing their history inquiry skills.

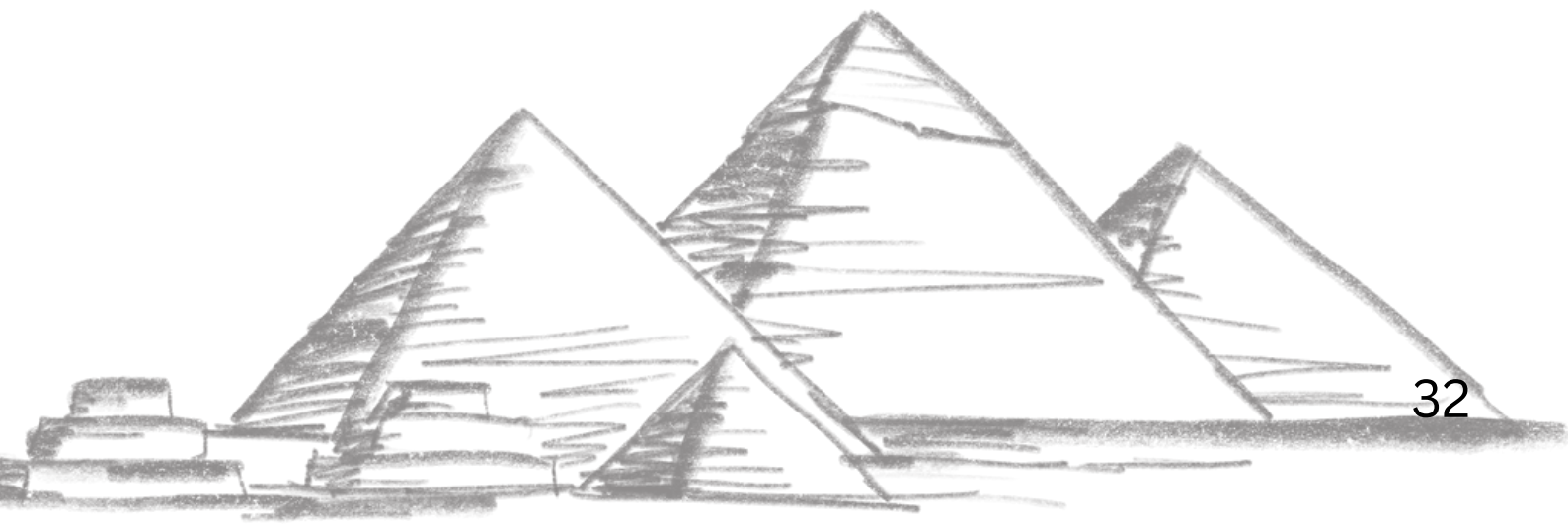
YEAR 7 GEOGRAPHY

Year 7 Geography students are well versed in their 'Place and Liveability' topic. This Term, students have considered the nature of place and why people choose to live where they do. Considerations like, climate, cost, family ties, access to services and conflict have been explored. A particular favourite lesson was when students looked at the nature of living in Coober Pedy! Did you know that 80% of people live underground there?!

Additionally, students are enhancing their learning through learning and developing their Geography skills, such as using cardinal directions, creating and interpreting climate graphs and using Area and Grid referencing in mapping.

YEAR 7 HISTORY

Over the past 8 weeks, our Year 7 History cohort have been exploring and investigating the nature of Ancient History. This has involved developing historical skills that are necessary throughout high school, such as building timelines, understanding chronological order, defining time periods, and using evidence to enhance our knowledge of the past. These skills provide a strong foundation for historical inquiry and analysis. As of week 9, we have now moved into our second topic, Ancient Egypt, where students will continue to develop skills in source analysis. This unit encourages critical thinking as students are required to evaluate sources to uncover the history, society and culture of ancient Egypt. - K Gaynon



MATHEMATICS

MICHELLE RING | HEAD TEACHER MATHEMATICS

PI DAY

Pi Day, celebrated every year on March 14th (3/14), is a global ode to the intriguing mathematical constant π (Pi). The date itself is no coincidence – it reflects the first three digits of Pi, 3.14, which represent the ratio of a circle's circumference to its diameter.

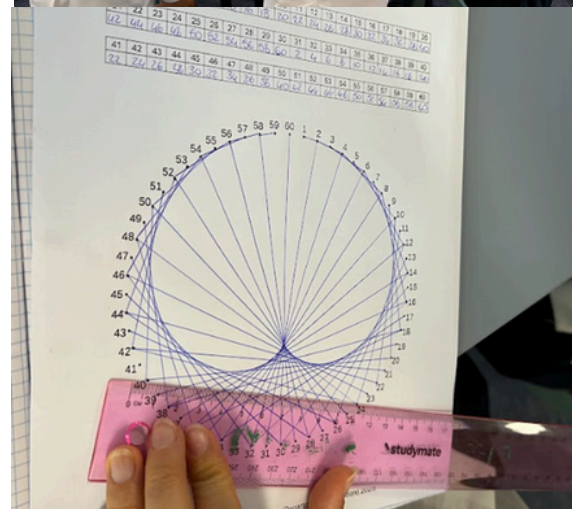
Pi Day isn't just for mathematicians; it's a day for anyone who loves science, numbers, or even pies! During Pi Day, we set up two fun games for students to win pie prizes.

For the first game, students were required to write down as many digits of Pi that they can remember. Our winner and runner up for this game are two year 8 students, Amelie who wrote 68 digits of Pi, and George with 51 digits. An impressive achievement from our young mathematicians.

The second game is Target Numbers. Hosted by our brilliant teacher Mr Mosse-Robinson, students are given a series of numbers and must use addition, subtraction, multiplication, or division to reach a specific target number. Many curious and enthusiastic students took up the pen and competed to win a pie prize!

The Pi Day celebrations continued with a presentation by Eddie Woo to “celebrate mathematics, creativity and art. Students explored the harmony of logic and imagination, where numbers dance with colours, equations sculpt beauty, and ideas transcend boundaries to inspire and innovate” with Eddie Woo. By the end, students have drawn their own Modular Multiplication Circles, a fusion of art and maths!

So whether you're solving equations, baking pies, or marveling at the infinite digits of Pi and art, Pi Day offers something for everyone. Let's raise a toast—or a piece of pie—to the beauty of mathematics! Happy Pi Day! 🥧



PERSONAL DEVELOPMENT, HEALTH & PHYSICAL EDUCATION

GABBI DELAMONT | HEAD TEACHER PDHPE

FAST FIVE NETBALL

On Wednesday 19th of March a combination of talented Year 11 and 12 students travelled out to North Kellyville to compete in the Fast Five Netball Competition run by Netball NSW. It was great to see the abilities of the students work together as a team to finish in 2nd position in Pool A at the end of a very hot day out at Baulkham Hills Shire Netball. MVP went to Josh L. who demonstrated great skill in both shooting and defending throughout the day and Olive W. who played at an exceptional level in all of her games. Most improved player went to Haddon B., a first time Netball player whose skill in the centre position was formidable. Special mention to our umpires Tahli E. and Ava M. for their efforts on the day.



GIRLS KNOCKOUT TENNIS

On Friday 7th March an amazing group of girls played against Chatswood High School in the Tennis Knock out competition. The girls won 3 matches on the day and demonstrated great team work and comradery. Thank you to the following girls for representing the school and to Mrs Richmond who took the girls on the day. Anabel C., Tahli E., Krystal E., Ava M., Holly A.



PERSONAL DEVELOPMENT, HEALTH & PHYSICAL EDUCATION

GABBI DELAMONT | HEAD TEACHER PDHPE

HIGH SCHOOL SURF CHALLENGE

The first day of the high school surf challenge was held on the 26th of March in huge conditions. Barrenjoey had the opens team progressing to the finals and surfing again on the 27th of March and the girls made the finals, finishing 3 out of 10 girls teams across Sydney.



Science Extension- Research Proposals Presentation

As part of their major works in Science Extension, students Noah Riva and Owen Sutcliffe presented their research proposals to an engaged audience in the Performance Space. These proposals, which serve as critical foundations for scientific inquiry, outline the objectives, methodologies, and anticipated outcomes of their respective projects. Research proposals in science play an essential role in shaping the direction of academic investigation, providing a clear roadmap for experimentation and data collection, and ensuring that the research is both rigorous and meaningful.

Noah captivated the audience with his proposed investigation into the variations in surface water PFAS (per- and polyfluoroalkyl substances) levels within the alpine section of the Snowy River, from its source to Lake Jindabyne. His work aims to explore the environmental impact of these persistent pollutants on water quality in the region.

Equally as engaging was Owen's presentation where he educated the audience with his research question on the presence of Boscalid pesticide residues in both organic and commercially grown strawberries. His investigation will examine whether there are significant differences in residue levels between these two agricultural practices.

The next steps for both students involve the collection of samples and data necessary to support their hypotheses, culminating in the completion of their research papers by Mid Term Three.



TECHNOLOGICAL & APPLIED STUDIES

MITCHELL CLARIDGE | HEAD TEACHER TAS

It has been a busy start to the year in the TAS faculty in 2025. There have been a number of rooming and equipment upgrades in recent times which students are now beginning to utilise and extend their learning experiences across the faculty. A remodelling and repurposing of the Metal working workshop took place over the summer holiday break, converting the metal workshop into a mixed materials workshop, tailoring to Design and Technology classes. Machinery updates included:

- The addition of a new bandsaw, allowing students to shape timbers, acrylics and plywood sheets.
- The addition of a new disc sander to tidy up those ends.
- The replacement of 4 original metal working lathes with 3 new state of the art lathes with digital read-out and auto feed to facilitate high quality and intricate shaping.
- Renovation and repurpose of storeroom complete with a fresh coat of paint to facilitate textiles and upholstery projects.
- Stocking and purchase of hand tools including jack planes, chisels and mallets, orbital sanders, cordless trim routers, all with vacuum powered dust collection connectivity.

There has also been investment in the replacement of the original Bandsaw in Woodworking Workshop 3 with a new bandsaw, featuring a range of current day safety features and guards for accurate and versatile use across a range of cuts. In addition, the purchase of a Thicknesser allows students to prepare recycled hardwoods and process surfaces to achieve uniform and consistent thickness; a timely addition for year 12 students as they have been busy at work transforming their major work concept designs into a reality.



TECHNOLOGICAL & APPLIED STUDIES

MITCHELL CLARIDGE | HEAD TEACHER TAS

Food Technology students have hit the ground running this year by getting back to basics. After safety inductions were carried out across the board, year 10 first focus unit, centring on Measurement developed strong foundations in kitchen basics, culminating in the application of these skills through the recent Crepe Practical Assessment Task.

There are many superstitions that accompany the preparation of Crepes. Holding a gold coin in one's left hand and successfully flipping a crepe with the right is said to bring prosperity to the Crepe flipper for the remainder of the year. There must have been an empty coin jar somewhere in Avalon as all students achieved outstanding success in their assessment task; A's & B's all round, which is quite the achievement!



Year 9 Industrial Technology Timber students have burst out of the gates this term, eager to traverse the wonderful world of woodworking. Kicking things off with their safety module and exploration of new tools and woodworking techniques. Students are currently in the midst of creating their breakfast tray project's which will allow them to develop these new skills and hone their practice. Motivation and drive for the successful completion of this project is evident when the following is overheard in classroom conversation "I really hope I can finish the tray early as it would make a great Mother's day gift," "I really want to give grandma something to boast about at her next pickleball meet-up" and my personal favourite "If I don't make this perfect, dad will tell me how much better he would have made it back in the 80's."

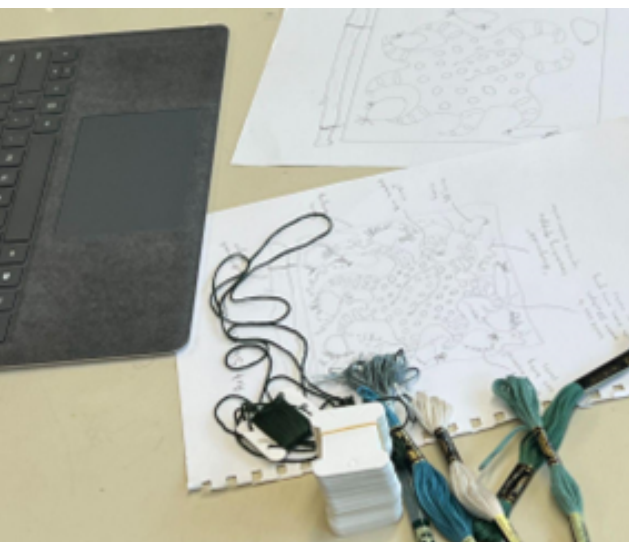


TECHNOLOGICAL & APPLIED STUDIES

MITCHELL CLARIDGE | HEAD TEACHER TAS

Textiles students have launched into the term with energy and enthusiasm, ready to stitch, print, and personalise their way through a range of exciting projects. Kicking off with a refresher on safe and effective use of equipment, students quickly moved into practical work, experimenting with fabric decoration techniques and design processes. A big addition this term has been the introduction of the Cricut machine—an exciting new tool that's opened up endless creative possibilities. From personalised iron-on vinyl designs to laser-precise stencilling, students are itching to incorporate this into their projects.

In classrooms across the school, the hum of sewing machines is now accompanied by the whirl of the Cricut, and the results speak for themselves. Whether creating customised cushions, tote bags, or wall hangings, students are exploring their creativity and building their confidence with each project.



HOMEWORK CLUB

**COME & DO YOUR HOMEWORK WITH THE
SUPPORT OF A TEACHER IN THE
LEARNING HUB/TOP DECK**

MONDAY & TUESDAY



**MONDAY 8:15 TO 9AM
TUESDAY 3:15 TO 4:15PM**



BARRENJOEY HIGH P&C MEETING

WEDNESDAY 9TH APRIL @ 6.30PM
| PERFORMANCE SPACE |

WANT TO KNOW WHAT IS GOING ON AT THE SCHOOL?
WANT A SAY IN WHAT IS GOING ON AT THE SCHOOL?
WANT TO BE A PART OF SOMETHING THAT HAS A HUGE, LASTING IMPACT
ON YOUR CHILD'S LIFE?

HIGH SCHOOL! WE'VE ALL BEEN THERE. GET INVOLVED.



BRING YOUR \$2 TO
BECOME A
P&C MEMBER THAT
ALLOWS YOU TO VOTE ON
THE THINGS THAT MATTER
TO YOU!



BARRENJOEY PC



@BHS_PC



LET'S GET SOCIAL!



FOLLOW US TO BE IN THE KNOW!

Youth Week 2025

I AM... INFROMED

Drug and Alcohol Workshop
Wednesday 9th April 3:00pm– 5:00pm

I AM... GAME

Games day
Thursday 10th April 3:00pm– 5:00pm

I AM... A VIBE

DJ Workshop with DJ KC
Monday 14 April 2:00pm–4:00pm

I AM... GROUNDED

Yoga with the Zen in Me
Tuesday 15th April 2:00pm–5:00pm

I AM CINEMATIC...

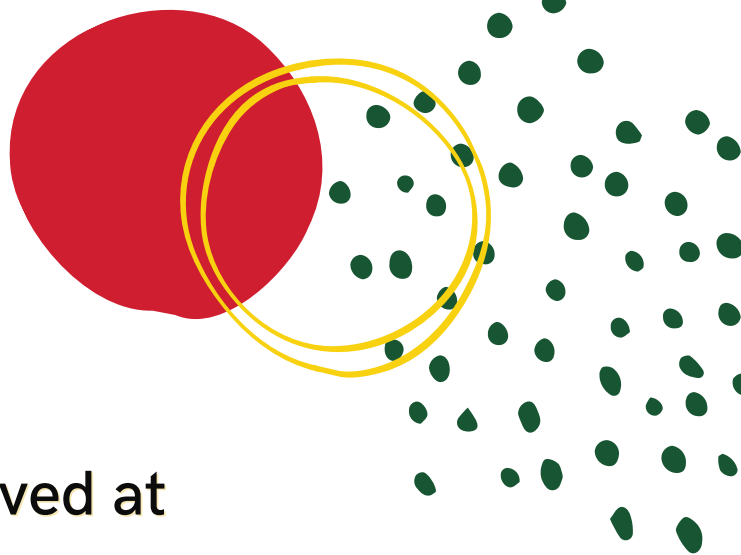
MOVIE MARATHON

Wednesday 16th April 1:00pm – 5:00pm

**I AM... We are the future, and the
future is now!**



VOLUNTEERS NEEDED!



Would you like to be involved at
Barrenjoey but do not have a lot of time?

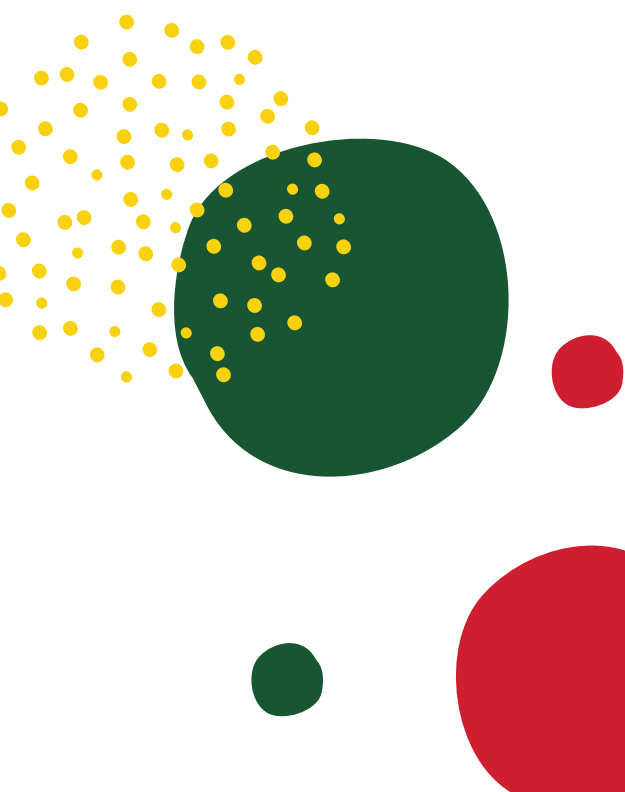
Barrenjoey High School needs volunteers to support students who require assistance with their tests/examinations. This is a great way to get involved on an occasional basis and is very rewarding!

A working with children check will be required. It's a simple process and we can point you in the right direction.

All training will be provided.

If you are interested or have questions please get in touch with the Learning Support Team.

catharine.smith@det.nsw.edu.au
or phone 9918 8811



Every Day Matters

If your child misses
as little as

1 day
per fortnight

they will miss

4 weeks
of school
per year

which adds up
to over

1 year
missed over
their school life



Make sure your child doesn't miss out on the important things like:



Learning



Strengthening friendships



Emotional development



Scan the QR code
to learn more



NSW Department of Education

Are you looking for part-time work and want to make a difference?

Become an Assisted Travel Support Officer

The Department of Education is looking for Assisted Travel Support Officers (ATSOs) to work on a temporary basis during the school year.

The Assisted School Travel Program (ASTP) provides specialised transport to eligible students with disability, to ensure their safe travel to and from school.



How to apply

Scan the QR code to find out more about the ASTP and applying to become an ATSO, or visit:
<https://education.nsw.gov.au/astp-atsos>
Phone: 1300 338 278





MOSMAN YOUTH AWARDS IN LITERATURE

**A short story and
poetry competition
for young writers**

ENTRIES CLOSE:
31 MAY 25

CASH PRIZES
to be won!



SCAN TO ENTER


Enquiries:

Barry O'Keefe Library

9978 4090

library@mosman.nsw.gov.au

Community Bank
Mosman

 Bendigo Bank

Three Sparrows Bank

C3
Education Group
Tutoring K-12

CAFE MOSMAN

Rotary
Club of Mosman


Bolinda

**Mosman
COUNCIL**

**MOSMAN
LibraryService**



VENLA resell + relove is Australia's leading rent-a-rack quality secondhand fashion store where you can find new preloved arrivals daily.



AVALON | BALMAIN | BONDI | MANLY | MOSMAN

Turn your wardrobe into cash



\$50 OFF



To celebrate our arrival in Avalon, we're offering a special limited-time promotion:

Rent a rack to sell your quality preloved fashion and accessories for just \$230 (regular price \$280) !

Use code **BarrenjoeyHS** at checkout.



@venla.resell.relove



0468 822 141



www.venla.com.au



13 Avalon Parade, Avalon

NORTHERN BEACHES YOUTH WEEK 2025 3X3 TOURNAMENT

PCYC NORTHERN
BEACHES

SAT 12TH
APRIL

TEAM
REGISTRATION
\$50

FREE SCREEN
PRINT T-SHIRT



Proudly Supported by



KALOF



REGISTER YOUR TEAM NOW



Australian International
Sports Organisation



Maker of the Year Awards 2025 are now open for entry!

- 📍 Student category is open to Secondary, Tertiary and private students enrolled in full- or part-time study in 2024/2025.
- 🔧 Work made after June 30, 2022 is eligible
- 🌟 Student category is open-themed
- 🏆 Student category offers A\$1,000 cash for the winning secondary school entry and A\$1000 for the winning tertiary entry. Total prize pool is \$19,500 including \$11,500 cash over three categories.
- 📍 The December issue of Australian Wood Review magazine will feature the Top 100 entries shortlisted from all categories.
- 👉 Entry is easy, upload five images, a description of your piece and your details.
- 🕒 Early bird entry ends 26 April, 2025
- 🔗 To enter and for more info, see <https://www.woodreview.com.au/moty>

PRESENTED BY



HOLIDAY CAMPS

DIVE INTO ADVENTURE
THESE SCHOOL HOLIDAYS!

For Children Aged 5-14

CHOOSE FROM TWO EXCITING CAMPS

MULTI SPORTS CAMP

Perfect for the active and energetic, our Multi Sports Camp offers a variety of sports to keep kids engaged, fit, and happy.

1 SESSION
\$85 PER DAY

5 SESSIONS
\$80 PER DAY

CREATIVE KIDS CAMP

Our Creative Kids Camp is designed for those who love to explore, create, and dream through various artistic activities.

1 SESSION
\$95 PER DAY

5 SESSIONS
\$90 PER DAY

Diverse Activities: From sports to arts, we offer a range of activities to cater to every child's interests.

Expert Coaches & Instructors: Our team is passionate about nurturing young talents and fostering a safe, fun environment.

Convenience for Parents: With lunch provided and supervision before and after camp, we make it easy for you.

Early Bird
Promo
use code
EB15

Spaces are limited! Ensure your child's place by booking at www.elanorasquash.com.au/holiday-camps

Book Your Adventure

Secure your child's spot for an unforgettable holiday by scanning the QR code or see us at the club.



We're coming to town

Give life. Give blood in Mona Vale
10 to 13 April



We're rolling in to:
Mona Vale
Surfview Rd
MONA VALE NSW 2103
Open daily

Book your donation now



13 14 95

give blood



PLAYERS WANTED Attention all 14 & 15 YEAR OLDS



If you would like to join our fabulous club, please email: registranewportbreakers@gmail.com

Tap on and tap off every time

because it tells us how many people are using public transport. This allows us to better plan services for you.



It is a condition of the School Bus Terms and the Student Codes of Conduct when travelling that students in possession of the School Opal card must tap on and tap off every time when using public transport to travel to and from school. Per section 3.2 of the Opal Privacy Policy, Transport for NSW collects information from taps on and taps off to support coordination, planning and policy development for transport, transport services and transport infrastructure.



Tap on and tap off your
School Opal card every time