

CONTACT



VOLUME 20—ISSUE 9

15 JUNE 2012

NSW Department of Education & Training

PRINCIPAL'S REPORT

SYDNEY WEST DANCE TEAM

Big congratulations to our Sydney West Dance team and their coach Ms Bree Mutch. Mrs Hourigan got the opportunity to see the dancers during the Wednesday matinee performance at the Hills Centre in Baulkham Hills and was full of praise for the creativity and finesse she witnessed. She was also complimented by a number of the organisers and teachers from other schools, on our student's professionalism, courtesy and enthusiasm for the competition. Congratulations to Callista Banks, Mikaela Blair, Jessica Bobbin, Tamarah Bradley, Kari Davis, Tegan Dean, Gemma Deering, Danielle Iacono, Hannah Kemp, Holly Leikvold, Laura Mortimer, Sarah Mottram, Corrine Padilla, Rachelle Perceval, Nicola Poynting, Lotus Rana, Riley Sparks, Emma Preussner and Zoe Orlovic on once again creating such a positive image of our school across the wider community.

A special thanks also to Ms Mutch for her ongoing dedication and commitment to the dance program at QHHS and providing our students with such rich and rewarding opportunities.

ZONE ATHLETICS CARNIVAL

Many of our students recently competed in the Zone Athletics Carnival at Blacktown Olympic Park. There were again some outstanding performances on the part of our student athletes, with many of our athletes qualifying for the zone team. It was so pleasing to hear about QHHS students setting such a good example both on the track and field and in the grandstand while waiting for their events. Thank you to all the staff who supervised our students at the carnival but especially to Mr Ghobrial, for his organisation of this event and for the many quality opportunities that you provide the student athletes at QHHS.

The following students represented Quakers Hill HS:

Justin Acuesta, Declan Amos, Jamie Cumbo, Callista Banks, Lekan Bayode, Jessica Bobbin, Ives Boncato, Krysten Rock, Toni McLean, Taleica Bradbury, Tamarah Bradley, Courtney Browne, Stephanie Cajum, Joshua Cronin, Jessica Davida, Chelsea Dixon, Sarah Drage, Alana Duncan, Kate Duncan, Clayton Faulalo, Pita Faulalo, Tyla Ferguson, Levi Francis, Tayla Gordon, Tabatha Harman, Juliette Harrington, Freya Hewitson, Vanessa Hooper, Maya Huxstep, Emily Janes, Tyla Jobson, Afraa Jumma, Junior King, Chelsey Lala, Jenelle Magtibay, Clodagh McAllister, Kori McMaster, Elizabeth Micallef, Hayden Morgan, Benjamin Morgan, Emily Morgan, Kyle Mula, Veronica Mullane, Dev Nanavati, Kody Nixon, Cameron Ogle, Anita Omoruyi-Uwaila, Hamid Omotoso, Corrine Padilla, Thomas Pawson, Callum Powdrill, Hayley Quattromani, Debraska Rikiriki,

Upcoming Events

15 June

Contact issued
Year 10 vaccinations
SW Cross Country
8W excursion to Powerhouse
Museum Castle Hill

18 June

P&C Meeting
Science incursion—Year 9

23 June

Musical working bee 9-3

26 June

Collegiate Cup Years 7,9

28 June

Reports/Contact issued

29 June

Last day Term 2

3-6 July

Holiday Musical rehearsals
10-3

16 July

All students return Term 3

20 July

CHS Cross Country

Heidi Rogl, Mathew Rollo, Nikolas Savage, Tamara Savage, Zoe Savage, Paul Scrimshaw, Tai Sekyere-Harte, Waheed Shinwari, Chloe Silva, Neelam Singh, Jerome Smith, Keyshawn Sunga, Kiko Talakai, Aleisha Thompson, Faithe Wheeler, William Woods, Liam Griffiths, Lachlan Cullen, Hugh Davey, Justin Dela Cruz, Andronicos Demetriou, Daniel Dighianno, Isheanesu Dzirutwe, Logan Glad-dish, Selasi Glover, Luke Gordon, Joshua Hazell, Joshua Hinzman, Issac Kemp, Christopher McRae, Anthony Napolitano, Lachlan Nolland, Jai Malo Skinner-Tamanitoakul, Tyler West, Jake Cameron and Thomas Dunn.

SCHOOL MUSICAL

The wonderful musical team ably led by Ms Franco and Ms Lachevre continue to work diligently and enthusiastically towards opening night in Term 3. Rehearsals are in full swing as are working bees producing costumes and sets for the big show – “It Began With Eve...”

We still are a few weeks out from opening night but many staff have already given up many hours of their free time to make the show a success, particularly Ms Lachevre, Ms Franco and Mr Brooks. Their efforts make me truly proud to be a teacher in the public education system. A system where teachers work tirelessly to give every student the best opportunities in education they can irrespective of a school's post code, relative wealth of the community and indeed, personal circumstances of its student population.

SCHOOL FEES AND REFUND POLICY

Parents are reminded that our Excursion Refund Policy is currently available on the school website. Please make sure you are familiar with this policy when making a commitment to send your child on a school organised activity or excursion. It is appropriate to again stress the importance of school fees and I am not referring to the school contribution but the fees incurred by your child's participation in a subject that uses consumables. As a school we cannot continue to fund many of the programs and the extensive curriculum choices we offer to our students unless there is a greater commitment by parents and students to meet the costs of these subjects. I understand some families find the costs a real challenge and that is why subjects with no costs are available for student selection and we also offer families the opportunity to pay off the elective fees, a couple of dollars every few weeks.

I encourage parents to contact me directly if there is any particular concern with the payment of elective fees. Please note the Student Assistance Funds given to the school will not be available for students to participate in fee paying electives. These funds will be used to support families with uniform issues or other financial hardships.

Have a great week.

Lauretta Claus
Principal

HISTORY - THE FACULTY THAT REMEMBERS

The History faculty has been overwhelmed by the number of students planning to enter the National History Challenge year. We are looking forward to seeing the great projects that are being developed. If there are any more students interested in entering, please see Mrs Critchley this week.

I would like to commend our current Year 7 classes on their brilliant assignments on Ancient Egypt. I would also like to make special mention of the Elective History class and their assignments on Torture and Crime over the ages. Last but not least, I would like to formally praise the amazing productions created by the Accelerated Ancient class in recreating “bad Mummy Movies” in their depth study of Tutankhamen.

Problem solving:

All History assessments are emailed multiple times over the course and students in Year 7 are given a hard copy and most Year 8's. Years 9 & 10 are emailed as they have netbooks but we have copies for students with problems with their netbooks and home computers. Most issues are easily fixed once a student asks for help.



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Principal

Lauretta Claus

Deputy Principals

Robert Bredin

Therese Hourigan

P&C President

Jannette Nigl

School Captains

Alana Duncan & Luke Agius

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All assessments have more than 3 weeks' notice so that students can fit the assignment around their life outside of school.

Over the last few weeks I have spoken to many frustrated parents about issues of submitting assignments and assessments especially electronically. Please know they have multiple ways of completing assessments if they find the printer is out of ink (email/USB most often). They have access to the internet at school and all have their own email account. Please find some questions to ask when your child is experiencing difficulty.

Have you made a copy?

Did you finalise / publish it (for audio and movie files)?

Have you told your teacher? Did you ask your teacher? Do you know your teacher's name? Did you ask a friend?

Do you think we could use the library at Stanhope to access your email since it is not working at home? Did you use the school library? You can print and email from the library.

Have you put your assignment on a USB? Did you get it back? (History teachers do not collect USB's - we love to give them back)

Did you wait while the teacher copied your assignment into their assignment folder?

Did you put your name on the assignment/USB? (We get many assignments called History assignment.)

This is a good way to label. Cleo_Patra_Empathy Task_10HS7)

Did you use the right email address? - All teachers have @det.nsw.edu.au **not** @education.

If the computer is not working can you just write it on paper? The answer is yes.

Can you hand in what you have done so you do not miss the due date even though it is not quite finished? The answer is also yes. In Year 9 & 10 it is better to meet a due date with unfinished work then submit it later when you may be awarded a zero.

What's next-?

Year 10 is the only year to currently to have an assignment. They are working on building an historical argument - in other words they are writing an essay.

Teaching and Learning

Currently we have many students who are in the final phase of preparing for the unveiling of their Prosperitas project. These will be on display in the library during Education week - that is Term 3 Week 3. I am looking forward to seeing these projects.

Karen Critchley

Head Teacher Teaching and Learning.

LITERACY PERFORMANCES TAKE 7R BY STORM



Year 7 students at Quakers Hill are dedicated to literacy in motion and, for 7R, literacy came to life when they performed a series of short performances as part of a practice Tournament of The Minds scenario.

Over a period of four weeks, students in 7R have written and developed scripts for performances relating to literacy in the classroom. Students were given a Tournament of The Minds problem allowing them to draw upon their knowledge of nursery rhymes and drama. Students spent lessons developing a script in groups and planning a performance, culminating in a lesson dedicated to prop and costume design.

On Thursday of Week 7, 7R showcased their script-writing skills and enthusiasm for the stage with a special performance in the spacious Quakers Hill High School performance room. 7R were lucky enough to have a panel of esteemed judges, including Principal Mrs Claus, Head of English Ms Earl and Mr Singh. The panel of judges were highly impressed by 7R's enthusiasm and hard work and commended the group on their dedication to literacy.

SPORTS REPORT ZONE ATHLETICS CARNIVAL

On Thursday 7 and Friday 8 June Quakers Hill High School sent a large and confident team to the Blacktown Zone Athletics Championships. The two day carnival saw perfect weather for running fast times and throwing and jumping long distances.

There were many memorable performances by our young athletes. Matthew Rollo crushed the opposition in both the 400m and 110m Hurdles. He added to his victory list with Gold in the Long Jump. Zoe Savage was the undisputed field queen with wins in the discus, shot put and javelin. Waheed Shinwari also produced some great results with wins in the 100m, 200m, 400m, 800m and 1500m races.

Many other athletes produced some impressive performances over the two days. Juliette Harrington, Afraa Jumma and Tamara Savage were all outstanding in their respective age groups proving to be too good for their opponents in their events. Congratulations to the students who will now be advancing to the Sydney West Athletics Carnival held at Blacktown Olympic Park on Thurs 26th and Friday 27th of July.



**ATTENTION
ALL**

You are invited to:

MADD Night
*An evening of
dance, music and drama*

When: Wednesday 27th June
Where: Wyndham College
School Hall
Time: 6.00pm
Tickets: \$15 or \$45 Family (2 adults
and 2 Children under 16)
Includes a light supper

Contact Wyndham College 92087100

**LIGHT
SUPPER
MENU**

Starter: Cheese Platter
*A selection of soft and hard
cheeses with crackers*

Main: Pumpkin and baby spinach
frittata with a Rocket, pear and
parmesan cheese salad

Dessert: Mini lemon tarts and white
chocolate and berry muffins

Soft drinks, juice, tea and coffee

*Please notify Wyndham College of
dietary requirements when booking
tickets.*

Support for students with disability in regular classrooms: a factsheet for parents and carers

Every Student, Every School: Learning and Support

The Department of Education and Communities is implementing a new approach for meeting the additional learning and support needs of students with disability in all NSW public schools, through its strategy Every Student, Every School.

Many students with disability have additional learning and support needs. The level and type of support that each student needs is different. Many students need adjustments in their day to day learning. A small number of students need more intensive or specialised support.

Every Student, Every School aims to provide better outcomes for all students with disability. It will provide more immediate support for students and their classroom teachers, increase the expertise of teachers, significantly reduce administration and improve the coordination of educational services to students in regular classes who have additional learning and support needs.

To achieve this, Every Student, Every School will build a Learning and Support Framework in all NSW public schools to improve support for students with disability, wherever they enrol.

This Learning and Support Framework will ensure that students receive the highest quality education from trained teachers and support staff who are focused on personalising each student's learning experience. It will strengthen the capacity of all public schools to meet obligations to students under the *Commonwealth Disability Standards for Education 2005*.

A wide range of projects will be put in place during 2012 and 2013 to establish the Learning and Support Framework and assist all public schools to better meet the diverse educational needs of their students, including those with disability.

For more information about the Learning and Support Framework and details about the full range of projects being implemented in our schools, please go to our website at www.det.nsw.edu.au/every-student-every-school

Increased training and support for teachers and staff to better meet the needs of students with disability

Every Student, Every School has a strong focus on building the professional knowledge and understanding of teachers, school leaders and support staff.

This focus will build the skills and knowledge of all staff to better understand and respond to the needs of students with disability and to effectively work in consultation with students and their parents or carers.

More support for students with disability in regular classes

Many students with disability are enrolled in regular classes in mainstream schools. Every Student, Every School aims to improve the capacity of schools to respond more immediately and effectively to the needs of all students, including those with and without a formally diagnosed disability.

From the start of Term 3, 2012, every regular NSW public school will have a specialist Learning and Support Teacher working directly in the school. These specialist teachers will provide additional support for students and their classroom teachers, when and where it is needed. Over 400 public schools will have a specialist teacher for the first time.

Each regular public school will also receive flexible funding to support students with additional needs in learning and behaviour, regardless of the cause.

The school will use these funds to support students and their teachers. This may include using funds for extra teacher time, school learning and support officer (previously called teachers' aide) time and release for teachers to undertake planning and programming or additional training.

The allocation of specialist teacher time and flexible funding support for schools under Every Student, Every School has been calculated on the most recent data on school enrolments and an index of student learning need.

Schools may also work with other local schools to share or pool their specialist resources to meet the needs of students, according to their local needs and priorities.

Students will not need a formal diagnosis, confirmation of disability, or a separate funding application in order to receive additional support for their learning through resources provided under Every Student, Every School. This includes students with mild intellectual disability, students with a language disorder or delay, and students with autism or mental health disorders who have lower level needs for additional learning support.

Learning and Support Teams

Each school's learning and support team will play a key role in planning how learning and support resources are used and how best to meet the specific learning and support needs of students.

Parents and carers have a vital role to play in their child's education. The learning and support team will work in consultation with parents and carers to ensure the best possible outcomes for their child.

Support for students with moderate, high or complex needs

Students with confirmed disability in regular classes who have moderate, high or complex learning and support needs will continue to be supported through the Integration Funding Support Program. This is funded separately from Every Student, Every School.

This program provides additional support to schools for students with:

- moderate or severe intellectual disability
- moderate, high or complex needs in autism or mental health disorders

- physical disability
- hearing impairment; and
- vision impairment.

In addition, the Department of Education and Communities will continue to provide specialist support for students with confirmed disability through support classes that operate in special schools and in some regular schools across the State.

Your child's school principal can provide you with more information about accessing these programs and services.

Local implementation of learning and support

Each region has established a team, lead by a School Education Director responsible for leading and coordinating Every Student, Every School in its schools.

Regional teams are working closely with principals to plan and implement Learning and Support in the school.

Need more information?

Your child's school can provide you with information about Every Student, Every School and how it will be implemented in the school.

The school can also provide you with details on learning and support arrangements for your child.

Further information about Every Student, Every School can be obtained through your local regional implementation team.

Further information including Regional contact details:

www.det.nsw.edu.au/every-student-every-school



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KILDARE ROAD MEDICAL CENTRE

ACUPUNCTURE NOW AVAILABLE

Acupuncture has its roots in Ancient China and still forms an important part of Traditional Chinese Medicine today. Acupuncture is now practiced by GPs worldwide.

Acupuncture is a very safe complimentary therapy with a great success rate in the treatment and management of pain – including pain associated with arthritis, lower back pain, joint pain and tension headaches.

Dr. Nabeel Makmahi has long had an interest in complimentary medicine and is delighted to be able to offer acupuncture at KRMCC. For more information and to make an appointment with Dr. Nabeel please call Reception on **8822 3000**. *Please note that private consultation charges will apply but a Medicare rebate is available.*

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CHANGE OF PERSONAL DETAILS FOR STUDENTS

NAME OF STUDENT: _____

YEAR: _____

ADDRESS: _____

HOME PHONE: _____

WORK PHONE: _____

MOBILE: _____

EMAIL ADDRESS: _____

Signed: _____

Date: _____