



UPCOMING EVENTS

9 May

Hawkesbury Show excursion
Year 10 Online Subject Selections
Zone Cross Country

12 May

P&C Meeting

13—16 May

NAPLAN (Years 7 & 9)

16 May

Back-up for Year 10
Online Subject Selection
Debating Workshop @
Glenwood

19 May

Athletics Carnival
Year 6 Taster Day
(Hambledon & Quakers Hill East PS)

20 May

Computer Skills Comp.
Music Mentoring Program

21 May

Yr 9 & 10 SRC World
Global Leaders Vision
Convention

22 May

Applications due for diagnostic test # 2

22-23 May

SRC Leadership Camp

23 May

Contact issued



HIGHLIGHTS IN THIS ISSUE

Principal's Awards P.6

ANZAC Ceremony P.7

G&T Music, Art & Photography P.9

Reading Recommendations P.10

PRINCIPAL'S REPORT

WELCOME BACK TO TERM 2

The students and staff are already back into the swing of things, with lots of programs and activities underway. Most importantly we have reached exam time and next week all Year 7 and 9 will be sitting for their 2014 NAPLAN tests, while Year 9 & 10 will be taking on their important half yearly exams. At the end of this term all students will receive their Semester 1 report and this will be a great indication to parents as to how their child is going at school.

SDD TERM 2 – NIRIMBA LEARNING COMMUNITY

On 28 April all teaching staff from the nine high schools which form our Nirimba Learning Community (Quakers Hill HS, Blacktown Girls HS, Blacktown Boys HS, Mitchell HS, Riverstone HS, Seven Hills HS, The Hills Sports HS, Evans HS and Wyndham College) met at Blacktown RSL for a presentation by Associate Professor Ross Menzies, from the University of Sydney, about "The Progression of Mental Health Problems from Child-



hood to Adulthood". Then in the afternoon KLA groups went back to the various school sites for faculty specific presentations, which had been organised by various Head Teachers across the learning community. These faculty presentations included things such as: assessment in Stage 5 & 6, Maths games and challenges, using social media



Education & Communities

for teacher collaboration, Edmodo, Voki and Ipads in the classroom, Using 3D Printers, and copyright update.

At QHHS we hosted the Mathematics KLA and the Learning and Support Teachers KLA. Mrs Khehra, Mrs Naicker, Mrs Attwood, Ms Romerosa and Mrs Critchley all played a key role in organising and coordinating the faculty presentations for their KLAs.

Meanwhile our wonderful SASS staff attended a full day of professional learning and collegiality at Riverstone HS with all SASS staff from across the nine high schools.

CONGRATULATIONS

The following students have been successful in their application to undertake Stage 5 VET courses:

1. Amy-Maree Dunn. Automotive (Blacktown)
2. Jade Olsson. Automotive (Blacktown)
3. Tyra Wilson. Beauty Therapy (Mt Druitt)

This is a fantastic achievement as these students were competing for limited spots with all schools in the Nirimba, Mt Druitt, and Hills areas.

PARENT TEACHER EVENINGS

Thank you to all parents who attended our parent teacher evening and I trust your discussions with your child's teachers have given you a better understanding of how they are progressing at school. A big thank you to Mr Paul Sultana who organises our Parent Teacher Evenings and Ms Mel Lachevre who coordinates all our student helpers for the nights.

CHAMPION ROLL CALL TERM 1 2014

Congratulations to the following Roll Call classes who have been identified by HTs as the best Roll Call classes in Term 1. These classes were invited to a pizza lunch to celebrate their success. They were acknowledged for regularly bringing in notes to explain absences, arriving to Roll Call on time, wearing uniform and engaging in our Thursday PBL lessons:

9M	Mr. Charan
10R7	Ms. Tweeddale
TR1	Mr. McKean
8R3	Mr. Cameron
8R10	Mrs. Tong

9R3
TR3

Mrs. Prasad
Ms. Fensom

SCHOOL ENHANCEMENTS AND IMPROVEMENTS

The school over the holiday break have completed the renovation of the new seating and covered area for the Support Unit. Mr Sale has also finished installing the new student seating in the quad, a big thank you again to our wonderful P&C who have paid for this enhancement for our students. The refurbishment of all our student toilets is also finished and they are now fully operational. We have also had security added to our new mini TAS and CAPA computer labs, which Mr Brooks has been busily getting ready for student use. We are still waiting on the arrival of eight new IWBs which hopefully will be installed later this term.

UNIFORM

A sincere thank you again to our parents and students who support our school commitment to wearing uniform. Wearing uniform ensures the safety of all our students and also impacts on our image across the community. As we move into the cooler months and students will begin to wear jackets and sloppy joes to keep warm, can I please remind you that the Uniform Shop is open on a Monday morning 8.10—9.30 for students needing to purchase a new school jacket or sloppy joe. Unfortunately there are students who continue to come to school in the wrong shoes. There are disciplinary consequences for repeated uniform offenders.

MANAGING SCREEN TIME

Helping kids find the right balance between activities, homework and screen time is a challenge that only gets harder as they grow older. Commonsense Media has lots of useful resources to help – from movie and game ratings to articles like this one on setting screentime limits that are realistic enough that your children will actually follow them. Read the article here: <http://bit.ly/1pBlfmk>.

BOOKS TO BOOST BRAINS

Literacy skills often progress suddenly in leaps and bounds. The secret is to keep kids of all ages reading over the weekends and school holidays. Even 20 minutes a night can make a huge difference to their reading, comprehension and general knowledge. It's also a great way to settle their minds down before sleep (for adults too!). If your child hasn't found a book that grabs their imagination, why not try them on a series book from the Premier's Reading Challenge list? Here are top suggestions for all ages, including young adult : <http://bit.ly/1dLSGC0>.

ESSAYS DUE SOON?

Learning how to plan, write and polish an essay is a skill that takes a long time for most people to learn. Different types of essays follow different rules of structure. If your teen is currently working on an essay, you'll find this video (and the links to fact sheets on the right hand side of the page) really useful in explaining the "how to" of essay writing as it's taught in NSW public schools: <http://bit.ly/1lji1mZ>.

Have a great week.

Lauretta Claus

Principal



DEPUTY PRINCIPAL'S REPORT

WYNDHAM COLLEGE SUBJECT INFORMATION EVENING

On Tuesday night most of our Year 10 students attended the Wyndham College Subject information Evening. At this session students had the opportunity to hear a variety of speakers and learn some important aspects of Stage 6 education. Sometimes such evenings can seem overwhelming in the enormous amount of information that is provided and it can seem as though you have even more questions leaving than you did upon arrival. Please remember that QHHS staff are here to help you and your child navigate the path to Stage 6 and we are happy to provide any assistance that we can. Mr Brendan Hutton our Stage 5 Transition Coordinator and Careers Adviser is a particularly valuable resource at this time and I encourage all parents and students with queries or concerns to seek him out.

MESSAGE FOR PARENTS—STUDENTS LEAVING EARLY

If you need to pick up your child early from school:

Write them out a note in the morning.

Tell your child to take the note to the office before roll call in the morning.

The office staff will issue your child with an Early Leavers Note which allows them to leave class at the nominated time.

Your child will be able to leave class at that time and will be sitting in the foyer waiting for you when you arrive.

REMINDER—EVERY WEDNESDAY ALL STUDENTS FINISH AT 2.25pm



THE QHHS UNIFORM SHOP IS OPEN EVERY MONDAY MORNING FROM 8.10—9.30AM

SMART

QHHS is strongly focussed on promoting safe, motivated, academic, respectful and tolerant in all aspects of school life. It is for this reason that we have weekly Positive Behaviour for Learning lessons that are run each week on a Thursday morning. Staff are provided with the resources to teach value and behaviour based lessons to students in their roll call. Our lesson schedule is determined by observational and software generated data which helps us to decide where is the area of greatest need. In Term 2 we focussed on elements such as our Stop, Help, Tell anti-bullying system, following reasonable requests, assessment and the highly popular evacuation and lockdown lessons. In Term 2 we will be having lessons on study skills, examination techniques, moving around the school, graffiti, staying in bounds and uniform. Each week will have a focus and this focus will also be promoted via the school noticeboard, via contact and the weekly school assemblies.

CONGRATULATIONS!

The final PBL lesson of last term was a trivia competition which combined questions from the worlds of geography, history, natural science and so on with a few questions about our school expectations. All classes had an opportunity to win a pizza lunch and the winning class was 9R5 and Mr Singh. Congratulations to this class who only had 2 questions wrong! A special mention also goes out to Ms Walden's T8 class who had the equal amount of correct answers but were let down by a misplaced apostrophe. Grammar always matters!

DIARIES / UNIFORM / FEES and TECHNOLOGY

With our school SMART chart students receive 1 verbal reminder to behave appropriately and 1 visual reminder with their name

written on the board before being issued a detention. There are some things that require no warnings and they are technology, assembly, uniform and lateness. There is no warning for students who have their mobile phone out – the phone will be immediately confiscated. There is no warning for students who are late to school or not wearing uniform – if they have no note of explanation they are immediately placed on detention. Finally assembly – there is no warning with assembly. If a student is moved they are placed on detention.

It is disappointing to see so many students starting to wear hoodies and incorrect jumpers. Hoodies are banned at QHHS due to safety reasons as wearing hoodies makes it more difficult to identify students – particularly whilst out on the playground. Students who are not wearing a school jumper will have their jumper confiscated and swapped for a school jumper until such time as they can purchase the correct jumper. We would like to thank the vast majority of parents and students for supporting the uniform policy and please call us if providing uniform for your child is proving to be a financial burden

The QHHS P&C provided all students with a school diary as a gift to help all students be ready and equipped for the year ahead. Teachers encourage students to make use of their diaries and students are regularly reminded that the teachers at Quakers Hill High School only write notes in diaries. If students don't have a diary, then they are not allowed to leave the room. If your child has lost their diary, they may purchase a replacement for \$10.

A considerable number of Year 8 and 9 students have not yet paid their course fees. Course Fees are mandatory as they pay for the materials that students use in the classroom. Students who have made no attempt to pay course fees will not be allowed to do any

fee paying subjects at QHHS again. That means that any subject that has a practical element and uses materials such as art, mosaics, child studies, woodwork etc is a subject that they will not be allowed to do. They will only be allowed to choose non-fee paying subjects. If you are unsure whether you owe course fees or not, please contact the school ASAP.

N AWARD WARNINGS

A number of students have outstanding assessment tasks and it is important that they complete and submit these. When you receive an N Award Warning the first thing you can do is to discuss it with your child. What was the task, why didn't they do it, what do they need to do to finish it and so on. If your child cannot answer these questions, then please call the relevant teacher who will provide you with the necessary information.

Rebecca Mahon

Deputy Principal (Years 8 & 10)



SUPPORT UNIT ACTIVITIES

Welcome back to Term 2. This term is certainly filled with lots of activities as seen below:

- * Students have commenced exams this week which will continue through to next week.
- * This Friday the Support Unit will be going on excursion to the Hawkesbury Show.
- * On Friday we have two of our students (Brad and Bianca) representing our school in the Zone Cross Country Carnival. We wish them best of luck.
- * The school Athletics Carnival is Monday 19 May. We look forward to seeing our students take part in various events.
- * Our three SRC representatives (Brad, Jacob and Chris) will be attending the

SRC Camp during Week 4 (22 & 23 May)

- * Our Year 10 students (and all Year 10) will be visiting Wyndham for two Taster Days in Week 5 (26 & 27 May).
- * We will be holding our IEP meetings during Week 6 (2, 5 & 6 June).

Mrs Jennifer Payne

Support Unit Head Teacher

YEAR 8, 9 & 10 PARENT TEACHER INTERVIEWS— TERM 2 2014

We would like to thank the dedicated student leaders that ensured this week's Parent Teacher interviews were well serviced and capably facilitated. They operated with tremendous efficiency and enthusiasm. We would like to thank the following students:

Tom Luckman, Steven Woodward, Adam Coleiro, Bradley Coleiro, Elliot Luckman, Kopal Mathur, Chloe Silva, Bryce Simpson, David Woodward, Jeremy Bushell, Gemma Hewitson, Sarah Wakeling, Paige Vornfett, Ghouse Mohiuddin, Corey Dickson, Izabella La Cioppa, Aidan Bath, Julian Bugarin.



LITERACY NATIONAL PARTNERSHIPS

Welcome back to a new and very busy term!

Our most recent Staff Development Day provided a very inspiring start for our Learning and Support Teachers (Mr Dezman, Mr McKean, Mr Kantek) who attended a session held here at school regarding the “Improving Literacy and Numeracy National Partnerships”. Learning and Support Teachers (LaSTs) from our Nirimba Learning Community schools each presented a ten minute overview of what is happening in their schools as a result of this amazing initiative. It was inspiring to hear about the phenomenal work of our colleagues, and the benefits that are being reaped as a result. Our thanks go to Mr McKean for presenting the session on behalf of our school, and to Mr Luke Barry (Head Teacher, Secondary Studies) for chairing this part of the afternoon’s very valuable proceedings for the LaSTs.

Meanwhile, the Literacy National Partnerships continuing in their endeavours to revise the existing Year 8 Numeracy program. Surprisingly, this is taking a little longer than we had anticipated - the exploration and explanation of the comprehension of maths is taking us on a most interesting journey! The fruits of our labours should soon be available to teaching staff however, with the revised content being taught in Year 8 Literacy/Numeracy classes this term. (If your Year 8 son or daughter hasn’t had literacy as one of their subjects this year as yet, rest assured that this pleasure awaits them in semester two!)

On a slightly different note, we will soon be without the expertise of Miss Romerosa once again. Miss Romerosa will be relieving in the Head Teacher Welfare role here at school, and whilst it’s fantastic knowing that we can continue to prevail upon her knowledge if need be, she will be sorely missed as a member of the team.

Once again please don’t hesitate to contact us if there is anything that we can be doing to assist you to address your son / daughter’s literacy needs; we are always happy to help. Looking forward to hearing from you soon!

Gail Attwood, on behalf of the Literacy National Partnerships Team

PRINCIPAL'S AWARDS

Congratulations to the following students on receiving their Principal’s Awards:

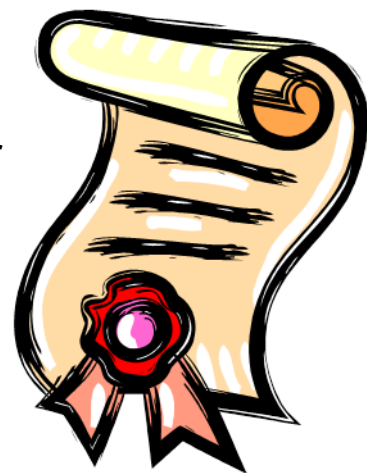
Year 9 John Aguilar (Bronze)

Jaimie Bonsall (Silver)

Spisali Hadi

Deren Shevket

Year 10 Kavya Mathur (Gold)



ANZAC DAWN SERVICE

On Friday the 25th of April, we met Mr Andrews at the Riverstone RSL Sub-branch hall and attended the ANZAC dawn service. Marching through the streets was a humbling experience; it was awe-inspiring to see veterans and current members of the Australian Defence Force paying their respects to their past fallen comrades. The bagpipes and brass bands set the mood well – we felt like we were a part of the army ourselves. We had the honour of laying a wreath at the epitaph and paying our respects along with other members of the community and representatives from public services.

Ashleigh Kennedy - SRC representative & Kaitlyn Hockey – School Captain



SCHOOL ANZAC ASSEMBLY

On Thursday the 1st of May 2014, Quakers Hill High School had their ANZAC Ceremony. Quakers Hill High School paid their respects to the ANZACs by having poetry and speeches from the School Captains, executives as well as special guests. There was also a reef and flowers, which were laid in honour of the ANZACS. This was a lovely memorial to our fallen diggers as well as the men and women who continue to serve this great country. Special thanks to the History staff for their great organisation of this assembly, the school captains for chairing and the special guests Flight Lieutenant Andrew Lloyd for being a part of this assembly. We would also like to commend the students who helped set up the assembly and for behaving impeccably.





THE KEY TO SUCCESS

Applications for the 2015 QHHS GAT classes must be submitted to the QHHS Administration Office by Friday the **30th of May 2014**



WHAT YOU NEED TO DO -

STEP ONE:

Download the Parental Nomination Form from the school website
(forms can be found on the school website, under the heading "Curriculum & Activities" & 'Learning extension'.)

STEP TWO:

Read the 'Information for Parents' section
Complete the 'Parental Checklist'
Have your child's classroom teacher complete the 'Teacher Checklist'
Compile work samples of your child's best work
Have this work verified by your child's classroom teacher

STEP THREE:

Submit all documents in a file, sleeve, envelop or on a USB
to the QHHS Administration Office by the 30 of May 2014.
Address these documents to:

Karen Critchley (*HT Teaching & Learning*)
Quakers Hill High School
70 Lalor Rd, Quakers Hill NSW 2763

IF YOU HAVE ANY QUESTIONS ABOUT THE PROCESS CALL KAREN CRITCHLEY ON 98371533

GIFTED & TALENTED MUSIC, ART AND PHOTOGRAPHY PROJECT

Gifted and talented students from Year 8, 9 & 10 Art, Music and Photography classes have been working on two projects on Monday the 31st of March and Monday the 7th of April. These sculptures and musical performances will be exhibited at a number of different showcases and festivals.

Visual Arts students worked to compile full scale 'cling wrap sculptures'. They did this by encasing different parts of their bodies in multiple layers of cling wrap and sticky tape until they had a fairly thick casing. Each part was then cut off and re-taped to form the features of the figure. All the pieces were then assembled to complete the entire body. Once completed they were illuminated with solar fairy lights and attached to bamboo rods, to give the appearance of "floating".

The 'cling wrap sculptures' have been designed on the theme of "Body and Spirit". The sculptures will be featured at the Jervis Bay "See Change" Arts Festival in early June - at the closing ceremony, and finally at the end of the year in Quakers Hill High School's CAPA showcase. Photog-



raphy students will be demonstrating and experimenting with "light drawing". They will be using digital cameras and long exposure techniques with the sculptures, torches and live models at the CAPA evening.

Students from Music are making "Diddley Bows", which are one string instruments made out of wood, bottles and nails. They have investigated and researched rudimentary musical instruments, selecting these "slave origin" scrap slide guitars. The students will use the Diddley Bows to compose

"floating" spiritual tunes to accompany the figures, enhancing a sculpture procession at the annual CAPA Showcase Night in November.

Written by Sarah Mazlin and Jourdan Heintz

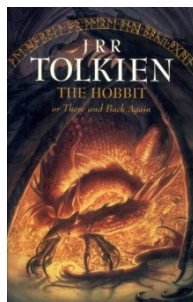


READING RECOMMENDATIONS FROM OUR LIBRARY LEADERS

***The Hobbit* – J.R.R. Tolkien**

Review by Kaitlyn Hockey (Year 10, 2014)

PRC Code: 190

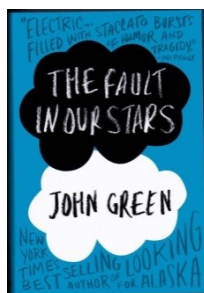


In J.R.R. Tolkien's *The Hobbit*, one can enter the world of Middle-Earth and walk in the shoes of a little hobbit named Bilbo Baggins. The unexpected journey that Bilbo Baggins goes on is one that everybody should experience - again and again. It all started on one fine morning when Bilbo was in his garden minding his business, when Gandalf appeared. He said, "I am looking for someone to share an adventure that I am arranging" and of course Bilbo's first response was a baffled one. He refused, but while he was eating his supper the next night, he realised that Gandalf wasn't giving up any time soon. One thing led to another and Gandalf, Bilbo and thirteen dwarves soon set off on an adventure—There and Back Again. The story is all the more compelling due to Tolkien's beautifully detailed descriptions of characters and settings and his vivid style of writing which draws you in and keeps you engrossed. *The Hobbit* is perfect for anyone who loves a good story with a lot of action-packed adventure and exciting plot twists, but I warn you - once you start reading it, you won't be able to put it down. Join in on the extemporaneous adventure that has enthralled millions because we all know that there is an audacious hobbit within us all.

RATING: ☆☆☆☆☆

***The Fault in Our Stars* – John Green**

Review by Saraf Hossain (Year 8, 2014)



The Fault in Our Stars by John Green is the moving tale of two teenagers suffering the same illness who stumble upon love in a seemingly hopeless place. Their story is strong, emotional and loving. It is hard to keep your feelings together when there are so many things happening around you but 16 year old Hazel and 17 year old Augustus seem able to overcome the odds in their discovery of each other, finding friendship and love and someone who truly understands. But love is a risky business and it can take you on an unpredictable journey, a journey that forces Hazel to ask herself, 'How can you, in the shadow of death, risk it all and give your heart away?'

The Fault in Our Stars is an amazing book with resoundingly positive reviews the world over. The story has the power to affect you deeply and challenges you to acknowledge and value the brief and wonderful mo-

ments we experience in our lives every day. This novel has become so popular that it has now been made into a movie that will be released in the coming months.

RATING: ☆☆☆☆☆

Hitler's Daughter – Jackie French

Review by Janani Krishnar (Year 8, 2014)

PRC Code: 189

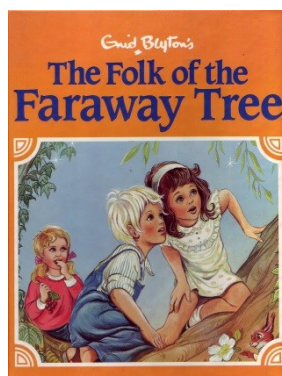


This novel centres around the lives of Mark, Anna, Tracey and Ben, four school students whose lives align each morning as they wait for the bus to school. To pass the time, Tracey insists on playing 'The Game', during which each person tells their own story. On Anna's turn, she tells them of Hitler's make-believe daughter Heidi. From that day, Mark gets hooked on the story. Intrigued, he makes a special effort each day to meet with Tracey to hear more of the unravelling tale of Heidi, in order to satisfy his curiosity. He begins to explore the possibility of Hitler actually having a daughter and asks, "If you were Hitler's daughter, would all the horror that occurred be your fault too?" After reading the descriptions of Heidi's life, the possibility of Hitler having a daughter didn't leave my mind. This novel was written beautifully and the descriptions made me feel like I was Heidi myself. I would recommend this book to children of all ages, as it is a simple and succinct story that poses interesting questions.

RATING: ☆☆☆☆☆

The Folk of the Faraway Tree– Enid Blyton

Review by Erin Wilson (Year 7, 2014)



The Folk of The Faraway Tree by Enid Blyton is my favourite novel. The reason I like this book so much is because the characters are so completely entertaining, particularly Moonface, Dame Washalot and Silky the Angry Pixie. I also like how every week there is a new world at the top of the tree and that there is always an exciting adventure to be undertaken.

I would definitely recommend this book to any reader!!

RATING: ☆☆☆☆☆



QUAKERS HILL HIGH SCHOOL AFTERNOON ROUTE T72 SERVICE

Dear Parent/Student

Commencing Monday 19th May 2014 there will be change to the service of the afternoon Route T72 Service departing from Quakers Hill High School at 3:30pm to Burdekin Rd and Hambledon Rd.

Route T72 Service will now depart from Quakers Hill High School at 3:25pm (5 minutes earlier) then travel via normal route to Burdekin Rd and Hambledon Rd.

There are no changes to the Route

There is no change to morning service.

For further information please contact Blacktown Depot 9625 8900 or visit our website at www.busways.com.au

Yours sincerely

BUSWAYS BLACKTOWN PTY LTD
(166)SH-360B – Rte T72 – 28/4/14

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QUAKERS HILL HIGH SCHOOL MORNING ROUTE T72 SERVICE

Dear Parent/Student

Commencing Monday 19th May 2014 there will be change to the service of the Morning Route T72 Service departing from Quakers Hill Station at 7:56am to Quakers Hill High School.

Route T72 Service will now depart from Quakers Hill Station at 8:04am (8 minutes later) then travel via normal route.

There are no changes to the Route.

There is no change to afternoon service.

For further information please contact Blacktown Depot 9625 8900 or visit our website at www.busways.com.au

Yours sincerely

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ENGLISH FACULTY NEWS

The English faculty has got off to a flying start this term, with assessments and exams well underway in all years. Years 9 and 10 have their half yearly exams on Friday in the hall and the Year 9 NAPLAN exams follow next week. All students are reminded that they must be present at school to complete these exams. Absence from exams must be accompanied by a medical certificate.

Students have completed an exciting array of written, visual and multimedia compositions so far this year. Following is a Year 10 essay by Corey Dickson on the novel *The Curious Incident of the Dog in the Night-time* by Mark Haddon, studied with Ms Gray in 10Eng1. Following the essay is a short story by a student from the Independent Writer class, in which students had to find a visual image representing a current issue within society and use this as a stimulus for a short story. Both students have produced individual and thoughtful compositions. It is always inspiring as teachers to have the privilege to witness our students' critical thinking skills emerge and unfold. The English faculty has an explicit focus on expanding students' reasoning and critical thinking skills so the creativity and originality of our students' responses is very encouraging. Several more student compositions will be displayed in the weeks to come.

Corey Dickson: Essay on *The Curious Incident of the Dog in the Night-time*

'Ultimately, in this novel, it is the representation of intense human relationships that captivates readers.'

One of the main captivations for readers of 'The Curious Incident of the Dog in the Night-time' is the representation of intense human relationships. Mark Haddon, the author, has carefully used techniques in Christopher's relationships with his father, his mother and his rat, to make his book extremely interesting and difficult to put down.

One of the most important relationships in the novel is the one between Christopher and Ed Boone, his father. Not only does the novel show the readers what it's like to have Asperger's Syndrome, it also gives them an insight as to what it's like to raise a child with Asperger's. Although Christopher is a sensible and honest child, the plot shows the readers how frustrating it can be to raise a child with a mental disability such as Asperger's Syndrome. Even though Ed is a dedicated and loving father, the readers can understand the difficulty he has raising Christopher. Haddon's use of first person and narration shows the readers both sides of the relationship. In chapter 127, Ed has just found out that Christopher is writing a book and snooping around for answers about the dog's murder and asking people such as Mrs Alexander. Ed rhetorically asks Christopher: "*Holy fucking Jesus, Christopher. How stupid are you?*" This not only shows the readers Christopher's lack of understanding of human interactions but Ed's lack of understanding of Christopher's disability. Ultimately, this hooks the readers, urging them to read on, and thus captivating them.

Another important relationship in Haddon's novel is the one between Christopher and his mother, Judy Boone. This relationship has a similar concept to the one between Ed Boone and Christopher, with the main difference being her commitment to raising Christopher. In the novel, she decided that she was having too much difficulty raising Christopher, and decided to run away with Mr Shears, only writing to Christopher. Haddon has used a combination of informal and emotive language in these letters, to show the readers that she is just a normal mother, who decided it would be better for everyone if she just left. One of the letters reads: "*I was not a very good mother, Christopher. Maybe if things had been different, if you'd been different, I might have been better at it. But that's just the way things turned out.*" Since the readers have grown a relationship with Christopher, this quote stirs with their emotions. They feel empathetic for Christopher, and can only imagine what sort of emotions he is experiencing. This makes the reader want to read on, to find out what happens next.

In Mark Haddon's novel, one of the most important relationships is often overlooked. Christopher's relationship with Toby, his pet rat, is a perfect example of how Christopher doesn't understand human relationships. It is what the readers imagine to be Chris' ideal relationship, since Toby doesn't talk, and Christopher understands most, if not all, of the things Toby does. Haddon has used Toby as a metaphor, as he resembles Christopher throughout the novel. Just after Christopher found out that his mother is alive, he says *"I sat on the bed for a long time looking at the floor. Then I heard Toby scratching in his cage. I looked up and saw him staring through the bars at me."* In this situation, Toby's physical isolation can be seen to represent Christopher's emotional isolation. Some readers may even point out that the scratching that Toby is doing in the cage resembles the uneasy realisation that Christopher is having about his mother being alive. This captivating use of metaphor sends some readers' emotions into overdrive, making them want to read on.

Mark Haddon has very carefully placed techniques into his novel 'The Curious Incident of the Dog in the Night-Time' and the relationships in the novel. These techniques have captivated its audience, making it a truly magnificent novel because of the representation of intense human relationships. These relationships are between Christopher and his father, his mother and his pet rat, Toby.

Society Killed the Dancer (short story)



I started dancing because my mum wanted me to and I was too young to say no, I continued to dance throughout primary school because I thought it was fun and it made me feel special, I danced in high school because it made me feel like I could do anything and all my problem were gone even for only a couple of minutes. Now I'm not exactly sure why I dance, I tell myself it because I love it and I can't live without it but that's a lie. Honestly I dance because that is what is expected of me and because everyone says I'm amazing and it would be a waste of talent for me to stop. I like that they say that and I like to believe that what they say is true. It would sound arrogant for me to say this but I believe I'm a talented dancer and I'm sure others would agree, but the problem is that I don't think talent is enough anymore.

I've been with this company for just under a year and it feels like it is going great, our next piece is the nutcracker and I landed the role of Clara and I'm excited for but I don't think I'm as excited as I should be. I know some of the more experienced dancers hate me because of the role I'm playing but it's not my fault, I didn't ask to play Clara, I sure as hell didn't bribe anyone but only god knows what kind of rumours are going around about how I managed to get it.

I want to get along with the other dancers but I can't be bothered and obviously neither can they. The others walk around all high and mighty thinking they know everything about me and how I think, it makes me want to laugh and cry at the same time, they really don't know anything I'm a time bomb! And I'm terrified that I'm going to explode and no that no one will care, I mean I'm sure at the start everyone would be upset or at least pretend to be but after a while I know I'll be forgotten and replaced by some other talented dancer with just as many issues as me. As sad as this sounds that's why I haven't killed myself yet I want to be remembered, known for something, have students learn about me and what I've done. I know it's a hopeless dream but what else do I do if I don't have my dream, if I didn't have my dream I know I would be dead by now.

I don't what I would do anymore without dance, all my life I've wanted to be a professional ballerina I've never even contemplated doing anything else, that's why I was never too worried when I got bad marks at school and neither was my mum. Now that I think about it she has always been really pushy when it came to dancing always making sure I went to lessons even when I didn't want to go making me apply to all those performing arts schools and even taking over what company I was going to. It was actually quite oppressive and frustrating. Dancing always came first; if I had dancing when my friend invited me over or had a party I had to go to dancing because that was more important in her eyes.

I think I've had enough of this I'm tired of not doing what I want I mean I'm the one who has to go through all this crap not society and I'm going to make a statement I'm not sure when or how but it's going to be big and prove that society hasn't won and I won't die in the shadows.

CROSS COUNTRY

On the second last day of school, the 10th of April, many of our athletes in all age groups volunteered to compete in the 2014 Quakers Hill High School Cross Country, held on the school oval. The cold and cloudy day started with many students from Mr Stamatis' sports roll call helping each other to set up checkpoints around the course and were also having certain tasks being assigned to them to do throughout the day, so everything would run smoothly. Everything was then ready for the eager 15 and 16 year olds to race, giving it their best effort and doing exceptionally well early on in Periods 1 & 2. Once the races were completed, it was time for recess. During the break, light rain started to fall, but it was not heavy enough for the Cross Country to be completely called off. Thankfully, after recess, the rain stopped and the track and weather were decent enough for the 12, 13 & 14 year olds to perform to the best of their ability. While observing the day, it was great to see everyone, including competitors, showing support and congratulating each other on their efforts after each lap. Many also clapped and cheered after each tired face finished their part. It was also wonderful to see many students from the support unit participating on that day, all performing greatly. In conclusion, I can happily say that the 2014 Cross Country was a great success, and good luck to all students that are attending the Zone Cross Country.

Mr Stamatis, Sport Co-ordinator



EXAMPLES OF YEAR 9 POETRY

Autumn

by Zena El-Bied

The falling of the crimson leaves,
Sent gently down by a warm
breeze.

They fall to the ground.

They crumple and rot.

But for one fleeting moment,

Through the flaming torrent,

An auburn whirlwind twirled

As the colours left their mark on
the ground.

Betrayal

by Aaron Wilson

As dark as the midnight shadows

As cold as the Winter snow

Shallow like a bottomless pit

Like a warfare between few

But usually only two.



Death

by Keely Batten

There will

Come a day

When the living

Will pray

For those who are no longer
here

There will

Come a day

When black clothing

Is okay

And tears are allowed
to be shed

We can't help what
this is

The angels are
His

There will come
a day

when those who have

Prayed

Are the ones who couldn't
help

National Assessment Program – Literacy and Numeracy 2014

LETTER TO PARENTS

In May 2014 the National Assessment Program – Literacy and Numeracy (NAPLAN) will be completed by students in Years 3, 5, 7 and 9. NAPLAN has the support of all State and Territory Education Ministers and will assess the literacy and numeracy skills of students across Australian schools.

The results of the tests will provide important information to schools about what each student can do, and will be used to support teaching and learning programs. Parents will receive a report indicating their child's level of achievement. Each student's level of achievement will be reported against the national minimum standard.

Background information (student name, gender, date of birth, language background and Aboriginality) will be collected as part of the National Assessment Program. This information is treated confidentially and held securely to ensure that every student's right to privacy is maintained.

The NAPLAN tests will be conducted from 13 - 15 May 2014.

TUESDAY 13 MAY	WEDNESDAY 14 MAY	THURSDAY 15 MAY
Language Conventions (Spelling, Punctuation and Grammar) Writing	Reading	Numeracy (Number, Algebra, function and pattern; Chance and data; Measurement and Space)

In the Numeracy tests students do not require any measuring tools such as rulers or protractors. In Years 7 and 9 there will be two Numeracy tests: one where a calculator is allowed and one where calculators are not to be used. For the calculator test, the student should use the calculator that they currently use at school.

In 2014, as in previous years, the Writing task will be a single common task for all students. The 2014 Writing test will require students to respond to either a persuasive or narrative Writing prompt. However, the genre of the prompt will not be disclosed prior to the test period.

Wherever possible, schools will organise for individual students who are absent at the time of testing to complete missed tests at another time during testing week. Individual students are not permitted to sit tests after Friday 16 May 2014.

Students may be considered for exemption from the tests if:

- they are newly arrived in Australia (less than one year before the test) and with a language background other than English, or
- they have significant intellectual disability and/or significant co-existing conditions which severely limit their capacity to participate in the tests.

All other students are expected to participate in the tests. Disability adjustments which reflect the student's normal level of support in the classroom may be provided. Large print, Braille, coloured paper versions and electronic tests are available to meet the needs of individual students.

Access to disability adjustment or exemption from the tests must be discussed with the school Principal and a parent or carer consent form must be signed. Students may be withdrawn from NAPLAN by their parent or carer. This is a matter for consideration by parents in consultation with the Principal. If you wish to withdraw your child from the tests, a parent or carer consent form must be signed.

Please make an appointment with the Principal of the school your child attends if you would like to discuss your child's participation in NAPLAN.

Additional information about NAPLAN can be found at www.nap.edu.au/NAPLAN/Parent_Carer_support/index.html.

Information for Parents and Students:

Great news!

Our school has subscribed to the ELES Online Study Skills Handbook.

The ELES Online Study Skills Handbook provides a comprehensive and interactive online guide for the school community (students, parents and teachers) as to the study skills needed for success in high school studies. This approach taps into students' affinity with technology to create a new and effective way to improve students' study skills.

This is a great online resource for parents and students to address all their study skills issues and concerns and enable students to learn new ways to improve their results at school. The handbook has a huge amount of information for both students and parents as well as a large number of interactive activities.

To access the handbook, go to
www.studyskillshandbook.com.au
and login as a subscriber with
these details:

Username: *quakershillhs*

Password: *45 success*

The topics currently covered by the handbook are:

AT HOME

1. Home Study Environment
2. Organisation and Filing
3. Time Management Skills
4. Managing Workload
5. Dealing with Distractions
6. Overcoming Procrastination
7. Developing Motivation
8. Goal Setting
9. Lifestyle and Balance
10. Managing Stress

AT SCHOOL

1. Will we ever use this?
2. Using Classtime
3. Asking for Help
4. Dealing with Conflict
5. Groupwork Skills

SPECIFIC SKILLS

1. Reading Skills
2. Writing Skills
3. Mathematical Skills
4. Language Skills
5. Research Skills
6. Presentation Skills
7. Science Skills
8. Assignment Skills

TESTS AND EXAMS

1. Summarising
2. Active Studying
3. Preparing for Exam Blocks
4. Test-Taking Techniques
5. After Tests & Exams

EXTRA 'GENERAL' MINI-UNITS

1. Starting Secondary School
2. Becoming a Senior Student
3. Bullying: Issues and Strategies
4. Managing Part-Time Jobs
5. Your Brain and Memory
6. Live Your Best Life
 - + Educational Kinesiology
 - + Living Across 2 Houses
 - + Travel: A Motivator to Learn
 - + Uni: Lecture Note-Making

EXTRA 'TECHNOLOGY' MINI-UNITS

1. Technology Tools
2. Basic Computer Skills
3. Be CyberSmart
 - + Useful Apps for iPads
 - + Microsoft OneNote



We encourage all parents and students to take advantage of this opportunity to further develop their students' study skills abilities through this online resource.

www.studyskillshandbook.com.au

Please note:

The above user name and password is for the use of the secondary school parents and students AT OUR SCHOOL ONLY. Please do not pass our school's details onto students or parents from other schools or other individuals or organisations as this is a prosecutable breach of copyright and also will result in frequent password changes for our school. Please also ensure you read through the terms of use the first time you access the handbook.

Ph: 0416 293 087 Fax: 02 9908 1893

info@enhanced-learning.net

www.enhanced-learning.net

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**Enhanced Learning
Educational Services**

"the study skills specialist"

STUDY SKILLS TIP FOR MAY – THINKING AHEAD

Are you riding a rollercoaster at school? Rollercoaster study is where you stay up late doing last minute assignments, then you take it easy for a while and do very little, then panic again when something is due and have to spend huge amounts of time at the end completing the work. If you plan ahead and are prepared, you will find school much less stressful and more rewarding.

Here are the top tips for thinking ahead:

1. **STUDY NOTES:** If you know that you have a test at the end of each topic or examinations approaching, then on the nights you do not have much homework start working on your study notes and summaries. File them in folders at home so they are ready to go when you need them.
2. **ASSIGNMENTS:** Always start the assignment the day it is given to you, even if it is just a little bit. Make sure you understand the requirements and if you don't ask your teacher straight away the next day. Brainstorm the steps the first night and do a rough plan of when you will do each step.
3. **ASK FOR HELP EARLY:** There is nothing more frustrating than a student who says 'I haven't understood anything we did in the last 3 weeks'. Ask for help as soon as you have a problem. Keep a list of questions for your teacher on a post-it in your textbook or sticky notes on your computer or a list in your phone. Don't let problems or issues build up, ask for help early and often.
4. **THINK ABOUT WHO YOU SIT NEXT TO:** Choose wisely who you will sit with in class. This can make a world of difference to your results. If you sit with someone where it is a productive relationship, you encourage and help each other and stay on task in the classroom you will understand your work better and have less to do at home.
5. **CONSIDER YOUR WEEK:** Plan ahead for busy times. If you know you have nights where you can't do much work or a busy weekend, plan ahead and get things done early. Always look ahead for possible times where you could be caught short of time and make plans to avoid problems.

Learn more this year about how to improve your results and be more efficient and effective with your schoolwork by working through the units on www.studyskillshandbook.com.au

Our school's access details are:

Username: quakershillhs

Password: 45success

Ms K Naicker

STUDY SKILLS TIP FOR APRIL – WHY DO WE HAVE TO DO HOMEWORK?

Homework in secondary school serves many purposes. It could be to consolidate or check or extend the learning from the day or prepare for the learning to come in subsequent days. It could be to do with longer term work such as assignments or preparing for tests and examinations. Ultimately it comes back to what school is all about – learning! Learning is not just content, but learning and developing skills. At times students feel that the work they are doing at school is not relevant to their lives, however sometimes we need to look beyond the content to the purpose of the learning exercise. At times the content will be a vehicle to teach particular skills. Much of what we learn in Mathematics develops the problem solving circuits in our brain. When you are analysing Shakespeare you are learning not just about Shakespeare, but to think critically and expand your point of view and broaden your experience of the world through examination of different lives, emotions and experiences. The message is that everything you learn at school has purpose and value, even if you cannot quite see it at the time.

One of the biggest problems for students transitioning to the senior years is that they have not learnt to work effectively and efficiently in the home environment. This is why developing good habits and learning to do at least a solid hour a day of home study is essential in Years 7-10. It is also about developing the qualities of discipline and perseverance, both essential for senior studies. Students will not like every subject equally; students need to learn how to make themselves do the work even for their least favourite subjects.

So what can you do to manage your homework effectively? Try these top tips:

1. As soon as you get home unpack your bag before you have a break and something to eat. Lay out all the work first. It is easier to get started if you have everything ready to go.
2. Before you start work, write a list of what needs to be done and decide what order you will do it. Focus on what is most important, not just what subject you like best! Also write down how long you think each task will take to do.
3. Keep in your mind that it is all about learning. Try and look beyond the actual content to what type of skill this homework might be developing in you – analysing, critical thinking, writing skills, or problem solving skills for example.
4. Do your work in 20-30 minute blocks with no distractions during that time. So switch off the TV, turn off your phone for that 20-30 minutes. When you just focus on the work that needs to be done you'll be amazed at how much work you complete. Of course if you are on a roll, you can keep going past the 30 minutes.
5. If there is a task you really don't want to do then alternate this with a task you enjoy doing. For example 15 minutes on the homework you like, 5 minutes on the homework you don't like. When you chip away at it you will be surprised how quickly you get through the work.

Learn more this year about how to improve your results and be more efficient and effective with your schoolwork by working through the units on www.studyskillshandbook.com.au

Our school's access details are: Username: quakershillhs Password: 45success

Ms K Naicker



Teaching someone to drive can be a **happy** experience.

You can learn all the simple steps on how to teach a learner driver at a **FREE** two hour workshop.

The next workshop in your area will be held:

TIME & DATE:	VENUE:	BOOK NOW ON:
May 20, 6:00 pm to 8:00 pm	Level 5, Blacktown Civic Centre, Room 1	9839-6014

**Helping learner drivers
become safe drivers**



\$3,000 SCHOOL DONATION DEAL

SCHOOL DONATION DEAL. DONATING \$3,000

For everyone who mentions this add on there first call to us then becomes our new client.

To YOUR SCHOOL

INVEST FROM \$50 per week
No Cash Needed "If you currently own a house"

Why Invest in a property ?

- .Pay off your own home much quicker
- .Help pay for your Childrens Education
 - . Maximize your Tax Return.
 - .Build Investment Portfolio
- .Maximize your retirement income.
- .Build equity to buy your own home.
- And so much more.

Costs of Investing ?

It costs around \$50 per week to own an investment property, Rental Income and the Government will pay the rest of the costs. If you currently own a house then no cash could be needed to purchase.

"Please mention this add on first call"

PHONE OR TEXT.

David 0433430697 / Malou 0430940906
newhomesaustralia@yahoo.com.au

5 New Clients = \$15,000, 10 New Clients = \$30,000.

Plus you will also get \$2,000 for yourself if You refer a New Client. **

Example 1:

175m2 House, 740m2 Land, \$393,900, From \$50 Weekly
4 Bed, 2nd Toilet, Double Garage,
2 Living areas 1 Inside and 1 Outside
30 Minutes drive north of Brisbane,
One of Queensland's Biggest Builders.



Example 2:

142m2 House, 348m2 Land, \$338,900, From \$50 weekly
2 Bed, 2nd Toilet, Single Garage,
2 Living areas 1 Inside and 1 Outside.
Ipswich less than an hour to
Gold Coast and Brisbane,
One of Queensland Biggest Builders.



**A new client in this context is someone who purchases an investment property through us asking for the your school donation, it does not work with any other voucher Or prior agreements and will be paid within a few days of WSDD getting fully paid by builder for new clients purchase, donation must be quoted on first contact.

SECONDARY SCHOOL STUDENT TAXFILE NUMBER PROGRAM – THE EASY WAY TO GET A TAX FILE NUMBER

Parent Information Letter

Dear Parent / Carer,

The Australian Taxation Office (ATO), with the cooperation of schools, offers students aged 13 years or over the opportunity to apply for a tax file number (TFN) through school. This is a voluntary program and makes it easier for students to obtain a TFN. Students need a TFN for employment, applying for Centrelink benefits, opening a bank account or deferring university fees.

Applying for a TFN through school is easier because students do not need to show identifying documentation to the ATO. The application form is available from the school and students can complete it at home. The form requires information such as the student's name, address and date of birth. Students also need to provide the following details:

students born in Australia will need to provide their

- birth certificate number, state of issue and year of registration, or
- Australian passport number and date of issue.

students born overseas will need to provide their

- overseas passport number and country of issue, or
- Australian citizenship certificate number and date of issue, or
- Australian passport number and date of issue.

It is important that the application form is fully completed and **signed by the student**. All information provided on the form will remain confidential.

The school will certify the application form by cross-checking against the information held on their records. Students are not required to show identifying documentation to school or the ATO.

PLEASE NOTE: Quakers Hill High School will post completed applications to the ATO 2-3 times each term (approximately every 3 weeks). Students will receive their TFN via a notification letter sent to their postal address within 28 days of the application being received by the ATO.

Enquiring on your child's behalf

Due to privacy provisions, parents of children aged 14 or older may enquire about their children's tax affairs only if they are registered as an authorised contact with the ATO. After your child has received their TFN they can authorise you by phoning the ATO on **13 28 61** between 8.00am and 6.00pm, Monday to Friday. **For more information – Contact Mr Hutton at QHHS on 9837 1533.**

EMAIL ADDRESS REQUEST

Greetings Parents and Carers

I am sure that you would agree that effective communication between the school and home is important. One means of communication is the school newsletter 'Contact'.

We have been concerned for some time that our Contact newsletter is not as effective in communicating as we would wish. It often does not reach home, lost without trace at the bottom of a school bag and sometimes our teenagers actively prevent the school communicating with you as parents and carers.

On top of this is the notion that a paper newsletter is expensive (over \$5000 every year) and given the increasing number of parents who use email and actually prefer it, we really need to get with the times and communicate with parents electronically. Of course, a paper version would still be available for those who require it.

Be assured that we are not aiming to overflow your IN tray with school emails.

We would like to start sending out newsletters by email thus ensuring that they reach the desired destination and saving money which would be better spent on resources for your children.

Please carefully and legibly complete the following and return it to school with your child.

Lauretta Claus

Principal

February 2014

-----"-----"-----"-----"-----"-----"

QUAKERS HILL HIGH SCHOOL - EMAIL ADDRESS REQUEST

CHILD NAME: _____ YEAR: _____

PARENT'S EMAIL ADDRESS:

[illegible][illegible]

PARENT/CARER SIGNATURE: _____

CHANGE OF PERSONAL DETAILS FOR STUDENTS

(PLEASE PRINT)

NAME OF STUDENT: _____

YEAR: _____

ADDRESS: _____

HOME PHONE: _____

WORK PHONE: _____

MOBILE NO: _____

CARER 1 NAME: _____

PHONE/MOBILE: _____

CARER 2 NAME: _____

PHONE/MOBILE: _____

EMERGENCY CONTACTS: _____

MEDICAL PROBLEMS (IF ANY) _____

KILDARE ROAD MEDICAL CENTRE

ANGELINE VIOLI

Exercise Physiologist, B.App.Sc.(Ex.Sp.Sc) ESSAM

Angeline completed a degree in Exercise & Sport Science at Sydney University and is an Accredited Exercise Physiologist with Exercise and Sport Science Australia (ESSA). With experience in aged care, rehabilitation, weight loss and chronic disease management, Angeline will create an individualised exercise program to help you achieve your goals. Angeline has developed diabetes management and falls prevention programs for the community and believes in a multidisciplinary approach for all health concerns.

The correct exercise regime can assist in the management of many conditions, including diabetes, hypertension, joint replacements (pre- and post-operation), metabolic syndrome, MS, musculoskeletal conditions, neurological conditions, obesity, osteoarthritis, osteoporosis, Parkinson's disease & more.

To make an appointment with Angeline, call Reception on 8822 3000.

OPEN 7 DAYS 8:00AM TO 8:00PM

Book your GP appointment online at: www.kildaremedical.com.au

36 Kildare Road, Blacktown 8822 3000

Next to Westpoint

STUDENT OFFER 1

½ Head of Foils Cut & Blow dry for \$99!

*Subject to availability

*Must mention this offer when booking

*Must present voucher to redeem

OFFER 2

20% off any Colour, Cut & Blow dry

*Subject to availability

*Must mention this offer when booking

*Must present voucher to redeem

*Subject to availability

OFFER 3

High School Guys

Cuts \$15

* Subject to availability

* Must mention this offer when
booking

* Must present voucher to
redeem

Aspire Hair & Beauty, where your hair ambition is our ultimate goal!

**Shop 4, 206 Farnham Rd, Quakers Hill
2763**

Ph (02) 9626 0032

